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ABSTRACT

A team of three educators developed and implemented a reading improvement program for first through sixth grade students who displayed discrepancies between their reading achievement and reading abilities. The program involved 283 underachieving students at seven elementary schools. The goal of the program was to provide intervention strategies enabling students to achieve the individual reading scores predicted for them. The three major components of the program were individualized instruction in specific reading skills, based on criterion referenced test scores; additional daily instructional services correlated with the regular reading lessons and provided by trained paraprofessionals; and parent participation through supportive attitudes and activities at home. Program evaluations by staff members were positive, and 88.8% of the participating students reached or exceeded their predicted exit scores. (The report contains a description of student identification procedures, preservice and inservice topics for paraprofessionals, motivational methods, instructional planning techniques, suggestions for student grouping by skill needs, and sample newsletters to parents.) (Author/RL)

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DEVELOPMENT AND IMPLEMENTATION OF PROCEDURES TO IMPROVE THE READING ACHIEVEMENT OF UNDERACHIEVING ELEMENTARY STUDENTS

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1978

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ABSTRACT

DEVELOPMENT AND IMPLEMENTATION OF PROCEDURES TO IMPROVE THE READING ACHIEVEMENT OF UNDERACHIEVING ELEMENTARY STUDENTS

Leckie, Sheila; McDorman, Hazel; Rogers, Leonard J.

Descriptors: Reading, Reading Improvement, Elementary Education, Parent Participation, Teacher Aids, Student Grouping, Diagnostic Teaching, Student Attitudes, Remedial Reading, Remedial Teaching, Instructional Materials, Inservice Education

A team of three educators developed and implemented a reading improvement program for elementary students in grades one through six who displayed a discrepancy between reading achievement and ability as measured by standardized tests or teacher judgment.

The program was located within a rural-suburban school system of thirty thousand students, kindergarten through twelfth grade. It involved two hundred and eighty-three underachieving students in seven elementary schools. The goal of the program was to provide intervention strategies to enable students to achieve the individual reading scores predicted for them and expressed in grade equivalent units measured by a standardized reading test.

The three major program components were: individualized instruction based on reading skill needs indicated from criterion referenced tests; additional daily instructional services correlated with the regular reading lessons but provided by trained paraprofessionals; and parent

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participation focused on supportive attitudes and activities to be carried out in the home.

The report contains a description of student identification procedures, pre-service and inservice topics for paraprofessionals, motivational methods, instructional planning techniques, suggestions for student grouping by skill needs and sample newsletters to parents.

Program evaluations by staff members were positive. Eighty-eight point eight percent of the students participating in the program October through May reached or exceeded their individually established predicted exit scores expressed in grade-equivalent units.

Development and Implementation of Procedures to Improve the Reading Achievement of Underachieving Elementary Students

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Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
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CHAPTER I

INTRODUCTION

Description and Location of School Division

A program of reading improvement was planned and implemented in Chesterfield County Public Schools, a suburban/rural school district of 31,360 students and 1,644 teachers. The school district is adjacent to Richmond, Virginia, covers 446.41 square miles and has a population of 129,000. There are twenty-two elementary schools, seven junior high schools and six senior high schools in the school system.

Chesterfield is in a population growth pattern precipitated by incentives for business and industry to locate in favorable rural areas. There is rail, air and highway transportation readily accessible. The county has a favorable tax rate of $1.12 per $100 on real estate property, as well as a stable county government of elected supervisors and an appointed Executive Secretary. The bond sales rating is AAA. Based on fourth and eighth grade standardized test reading scores, the school system ranks fourth in the state.

The school enrollment projections through 1980 have been made at an annual 6.77 increase resulting in approximately 8,000 additional students by 1980. The accelerated residential growth serves as a challenge to the school system to provide adequate school facilities and to maintain a quality level of instruction for the students.

Favorable community support of the school system resulted in the 1976 vote for a 29.8 million bond referendum for school construction. Currently being prepared for voter consideration within the year is another proposal for a referendum to provide funds for additional construction. Active parent-teacher groups are organized within each school with an overall county council providing leadership and support to local school groups.

The policy making School Board is appointed. The Superintendent and three Assistant Superintendents with seventy supportive service personnel guide and direct the delivery of instructional services in the school division. Efforts of the school system to improve reading achievement have dealt with pupil-teacher ratios, staffing, random inservice and limited efforts for parent involvement.

The school system maintains a pupil-teacher ratio of 20-1 in kindergarten, 25-1 in primary and 30-1 in elementary classes. All teachers are certified according to requirements of the Virginia State Department of Education. A reading teacher, or specialist, is a member of all elementary school staffs. The school calendar designates four days of inservice training at various times throughout the school session. These sessions have addressed known concerns of teachers but lacked a systematic or organized approach to overall or long-term program improvement. Individual schools exhibited some initiative in encouraging parent participation and all have an open door policy for parent conferences to be held throughout the school year.

The socio-economic level of county residents ranges from 15 percent of children on free and reduced price lunch to affluent citizens. The median income is $17,251. The parents express high expectations for their children's achievement to teachers, administrators and the School Board.

State Standards for Instruction

In 1976, the General Assembly of the Commonwealth of Virginia passed legislation requiring the establishment of specific standards of education. These standards have become a mandate to the school divisions in Virginia.

Standard One, dealing with Basic Learning Skills, states:

> The General Assembly concludes that one of the fundamental goals of public education must be to enable each student to achieve, to the best of his or her ability, certain basic skills. Each school division shall, therefore, give the highest priority in its instructional program to developing the reading, communications, and mathematics skills of all students, with concentrated effort in the primary (kindergarten through grade three) and intermediate (grades four through six) grades. Remedial work shall begin for low achieving students upon identification of their needs.[1]

School Division's Six Year Plan

This same standard is included in Chesterfield's Six Year Plan as follows:

> The school system will identify for remediation primary students (1-3) who are more than six months below grade level or have a disparity of more than five percentile points between ability and reading achievement.
>
> The school system will identify for remediation upper grade students (4-9) who are more than one

---

[1] Virginia State Department of Education, Standards of Quality and Objectives for Public Schools in Virginia 1974-76 (Richmond, Virginia: State Department of Education, 1974), p. 9.

> year below grade level or have a disparity of more than five percentile points between ability and achievement.[2]

The School Board, in 1974, conducted a search for a qualified School Superintendent for Chesterfield County Public Schools. One of the stated criteria was a person who would utilize instructional services for maximum student achievement in reading and mathematics.

The General Assembly legislation, the standards set by the State Department of Education, the local school system's Six Year Plan, and parents' expectations defined the task for improvement of instruction to meet students' needs.

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[2] Chesterfield County School Board, Six Year Plan (Chesterfield, Virginia: Chesterfield County School Board, 1976), p. 11.

CHAPTER II

STATEMENT OF THE PROBLEM

The concern of school administrators, teachers, parents and the community at large directed attention to reading achievement levels in the twenty-two elementary schools in the Chesterfield County Public School Division.

A review of reading achievement of fourth and sixth grade students over the three-year period (1973-76) showed an increasing reading achievement percentile as measured by the Science Research Association Achievement Battery (see table 1).

TABLE 1

MEAN PERCENTILE OF READING ACHIEVEMENT
FOR FOURTH AND SIXTH GRADES
S.R.A. 1973-76

Grade	Year	Percentile
4	1973-74	52
	1974-75	61
	1975-76	65
6	1973-74	53
	1974-75	61
	1975-76	62

A mean is only an indicator for comparison to other scores of students in the same grade who took the same test. Standardized tests are constructed to give a range or spread of scores from one to one hundred. Since fifty is the mid point, frequently scores are compared to the fiftieth percentile to determine whether the score falls above or below the mid point. The individual scores of fourth and sixth grade students in Chesterfield County Schools were examined in relation to the fiftieth percentile. Although the division mean was above the fiftieth percentile, large numbers of students were found to have scores below the mid point. The findings indicated a very dichotomous student population composed of high achieving students whose scores, on the mean, obscured the large numbers of students whose scores were below the fiftieth percentile (see table 2).

TABLE 2

NUMBERS AND PERCENTAGES OF STUDENTS
SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achivement
Fourth Grade
1973-74

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 66	94	43	46
43	90	63	70
13	109	66	61
2	111	36	32
55	98	46	47

TABLE 2 (Continued)

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 56	102	30	29
49	166	76	46
62	138	66	48
39	85	49	58
35	85	61	72
59	113	37	33
18	77	50	65
46	96	71	74
50	108	51	47
37	81	57	70
70	70	29	41
73	88	39	44
21	99	50	51
65	99	36	36
Totals	1909	956	

Division Mean - 52

There were nineteen elementary schools in the division in 1973. Fifteen schools had more than forty percent of their fourth grade students who scored below the fiftieth percentile.

The individual sixth grade scores were examined and similar findings were obvious. Approximately one half of the students scored below the fiftieth percentile (see table 3).

TABLE 3

NUMBERS AND PERCENTAGES OF STUDENTS SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Sixth Grade
1973-74

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 2	137	67	49
42	166	85	51
26	259	129	50
74	201	103	51
35	98	50	51
67	276	137	50
37	67	32	48
69	317	155	49
70	98	50	51
73	110	56	51
72	215	127	51
65	108	54	50
Totals	2088	1045	

Division Mean - 53

During the 1973-74 school year sixth grade students were housed in six elementary and six junior high school buildings because rapid population growth in some areas necessitated the placement of sixth grade students wherever there was avilable space. In all cases there were approximately fifty percent of the students who scored below the fiftieth percentile while the division mean was above the national norm.

The division mean for fourth and sixth grade students for 1974-75 was the sixty-first percentile. The range of scores became more obvious at this point. There remained approximately half of the students who fell below the fiftieth percentile while the division mean increased nine points for fourth grade and eight points for sixth grade (see tables 4 and 5).

TABLE 4

NUMBERS AND PERCENTAGES OF STUDENTS
SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Fourth Grade
1974-75

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 66	90	40	44
43	88	49	56
2	113	56	50
55	127	63	50
56	128	69	54
49	178	98	55
62	136	71	52
39	68	35	51
35	91	43	47

TABLE 4 (Continued)

NUMBERS AND PERCENTAGES OF STUDENTS SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Fourth Grade
1974-75

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 59	218	107	49
18	72	37	51
46	91	48	53
50	115	57	50
37	62	33	53
70	110	53	48
73	73	54	74
21	112	56	50
65	111	58	52
Totals	1983	1027	

Division Mean - 61

TABLE 5

NUMBERS AND PERCENTAGES OF STUDENTS
SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Sixth Grade
1974-75

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 2	139	69	50
55	113	57	50
56	125	60	48
62	139	73	53
35	89	53	60
18	82	40	49
37	84	44	52
70	92	46	50
73	107	53	50
65	136	70	51
Totals	1106	565	

Division Mean - 61

The division mean increased nine points for fourth grade and eight points for sixth grade on the 1974-75 testing. It was possible to make comparisons of fourth grade scores over the two year period.

The problem of high enrollments and crowded facilities affected the housing of students. School 13 became a K-3 school in 1974 and the fourth and fifth grade students attended school 59. The scores for 1974 fourth grade students showed an increase in ten schools in the percentage of students who scored below the fiftieth percentile. Eight schools showed a decrease in the percentage of students who scored below the fiftieth percentile.

The sixth grade comparison was more difficult to assess due to another change in housing patterns for sixth grade students. Sixth grade students were returned to three elementary schools instead of being housed in junior high school 69. It should also be noted that although the division percentile showed a significant increase, school 35 showed an increase of nine percent in the number of students who scored below the fiftieth percentile while the other schools remains about the same for the two year period.

During the 1975-76 school year the number of elementary schools in the district increased to twenty-two with the opening of three new schools, numbers 5, 6 and 7.

The study of individual scores was continued for the 1975-76 school session. The division mean for fourth grade increased from the sixty-first percentile to the sixty-fifth percentile and the total number of students who scored below the fiftieth percentile continued to be about one-half of the students tested (see table 6).

TABLE 6

NUMBERS AND PERCENTAGES OF STUDENTS SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Fourth Grade
1975-76

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 66	76	30	39
43	80	32	40
13	61	19	31
2	131	34	26
55	135	53	39
56	121	22	18
49	108	44	41
62	150	40	27
39	88	30	34
35	78	55	71
59	123	34	27
18	78	38	49
7	64	16	25
46	94	49	52
50	95	30	32
6	74	30	41
37	75	55	73
70	63	14	22

TABLE 6 (Continued)

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 73	87	18	21
21	86	40	47
65	89	22	25
5	62	25	40
Totals	2018	1090	

Division Mean - 65

All but two schools 35 and 37 showed a decrease from 1974 to 1975 in the percentage of fourth grade students who scored below the fiftieth percentile. A survey of the three year period reveals the same schools which had the highest percentage of students who scored below the national norm on the S.R.A. Reading Achievement Test. Those schools were, 43, 49, 35, 18, 46, 37 and 21.

A new middle school was opened for the 1975-76 school session and the sixth grade students were moved from elementary schools 35 and 37. Sixth grade students from elementary schools 66, 43 and 21 were placed in a junior high school. All other elementary schools had K-6 organizations. During the 1975-76 session sixth grade students scored a division mean of sixty-one, an increase of one percentile point. The percentage of sixth grade students who scored below the fiftieth percentile showed a decrease from approximately one-half of the students to less than one-third (see table 7).

TABLE 7

NUMBERS AND PERCENTAGES OF STUDENTS SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Sixth Grade
1975-76

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 13	53	16	30
2	134	32	24
55	148	54	36
56	145	23	16
49	143	57	40
62	145	57	39
39	91	50	55
59	128	31	24
18	99	49	49
7	74	14	19
46	91	48	49
50	86	37	43
6	64	39	61
11	198	129	65
70	75	23	31
73	110	23	21

TABLE 7 (Continued)

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 72	292	142	49
65	95	37	39
5	77	39	44
Totals	2248	876	

Division Mean - 62

A compilation of the findings from the fourth and sixth grade students' standardized test scores for 1973-75 for numbers and percentages of students who scored below the fiftieth percentile is shown on table 8.

TABLE 8

NUMBERS AND PERCENTAGES OF STUDENTS
SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Fourth and Sixth Grades
1973-75

Year	Class	Test	Number Students Tested	No. Students Achieving Below 50th Percentile	% Students Achieving Below 50th Percentile
1973	4th	SRA Reading	1909	956	50
1974	4th	SRA Reading	1983	1027	52

TABLE 8 (Continued)

Year	Class	Test	Number Students Tested	No. Students Achieving Below 50th Percentile	% Students Achieving Below 50th Percentile
1975	4th	SRA Reading	2018	1090	54
1973	6th	SRA Reading	2088	1045	50
1974	6th	SRA Reading	1106	565	51
1975	6th	SRA Reading	2248	876	38

Although the school division mean reading achievement was above the fiftieth percentile over a period of years there were large numbers of students whose achievement was below the fiftieth percentile. The observed situation varifies Spurr and Bonini's caution that, "No single average can be used indiscriminately."[3] The writers considered using the division mean achievement as indiscriminate usage to interpret that an above national norm was an indication that the reading instructional program did not require closer examination. It was felt strongly that it was necessary to determine whether there were individuals for whom the performance was not satisfactory.

The writers agreed that, "The arithmetic mean is the most widely used average. It is nevertheless an artificial concept since it may not

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[3] William A. Spurr and Charles P. Bonini: Statistical Analysis for Business Decisions, (Richard D. Irwin, Inc., Homewood, Illinois 1973), p. 49.

not coincide with any actual value. It is affected by the value of every item, but it may be affected too much by extreme values."[4]

Having identified schools with high numbers of students who scored below the national norm or the fourth and sixth grade S.R.A. Achievement Test, the 1976 scores for those schools were counted and tabulated (see table 9).

TABLE 9

NUMBERS AND PERCENTAGES OF STUDENTS SCORING BELOW THE FIFTIETH PERCENTILE

S.R.A. Reading Achievement
Fourth Grade
1976

School	Number Students Tested	Number Below 50th %tile	Percentage Below 50th Percentile
No. 43	88	51	58
49	117	52	44
35	88	59	67
18	118	59	50
46	78	37	47
37	88	64	72
21	94	45	48
Totals	671	367	

The numbers and percentages of fourth grade students who scored below the national norm on the 1976 S.R.A. Reading Achievement Test were very similar to the previous three years, with the exception of school 43 which had an increase from forty to fifty-eight percent who scored below the fiftieth percentile.

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[4] *Ibid.*, pp. 60-61.

Only schools 49, 18 and 46 had K-6 organization in 1976. There were thirty-three, fifty-five and sixty-two percent respectively, of the sixth grade students who scored below the fiftieth percentile.

The phenomonon of high numbers of fourth and sixth grade students in certain schools was found to be similar for students in the second, third and fifth grades (see tables 10, 11 and 12).

TABLE 10

READING ACHIEVEMENT

Stanford Achievement Test

Second Grade
April, 1976

School	Number of Students Tested	Number and Percentage of Students At and Below 50th Percentile	
No. 43	95	58	61%
49	110	57	51%
35	90	70	76%
18	84	48	57%
46	94	52	55%
37	81	63	77%
21	89	32	35%
Totals	643	380	

TABLE 11

READING ACHIEVEMENT

Stanford Achievement Test

Third Grade
March, 1976

School	Number of Students Tested	Number and Percentage of Students At and Below 50th Percentile	
No. 43	95	50	55%
49	106	45	42%
35	80	49	60%
18	115	68	59%
46	79	36	45%
37	77	47	61%
21	86	43	50%
Totals	638	338	

TABLE 12

READING ACHIEVEMENT

Stanford Achievement Test

Fifth Grade
April 4, 1976

School	Number of Students Tested	Number and Percentage of Students At and Below 50th Percentile	
No. 43	85	47	55%
49	123	47	38%

TABLE 12 (Continued)

School	Number of Students Tested	Number and Percentage of Students At and Below 50th Percentile	
No. 35	100	55	55%
18	76	46	60%
46	76	48	63%
37	60	30	50%
21	86	34	39%
Totals	606	307	

The process of examining school norms and counting individual test scores below the national norm was a preliminary step in establishing that there were schools in the district that had large numbers of students whose reading achievement was low in comparison to other students in the same grade.

The next step in problem identification was to examine achievement scores in comparison with ability scores. The comparison gave an indication whether students were doing as well as should be expected or whether there was a need for plans to be developed to enable students to increase their achievement in reading.

A comparison of achievement and ability scores as measured by the Short Test of Educational Ability (S.T.E.A.) was made of the fourth grade students in the seven schools identified with the highest number of lower achieving students.

The comparison was made of all fourth grade students' scores. On the recommendation of the Director of Testing and Guidance, a difference of five percentile points or more between ability and achievement was considered an underachieving disparity. This examination was not limited to just the students whose scores were below the fiftieth percentile. It was considered a potential problem if a students' ability and achievement scores had a greater than five point difference even though the achievement may have been above the norm.

The following results were found (see table 13).

TABLE 13

STUDENTS IN SELECTED SCHOOLS WITH NEGATIVE DIFFERENCES BETWEEN ABILITY AND ACHIEVEMENT

S.T.E.A./S.R.A. Reading Ability
1974-75

School	Number Students Tested	Number With 5 Points or Greater Disparity	Number With 5 Points or Greater Disparity
No. 43	88	69	78
49	178	76	42
35	91	36	39
46	91	36	39
18	72	28	38
37	62	21	34
21	112	28	25
Totals	694	294	

A similar examination was made of the 1976-77 achievement and ability percentile according to S.R.A. tests. Again it was found that there were schools that had forty percent or more fourth grade students whose achievement was five or more percentile points lower than their ability percentile (see table 14).

TABLE 14

STUDENTS IN SELECTED SCHOOLS WITH NEGATIVE DIFFERENCES BETWEEN ABILITY AND ACHIEVEMENT

S.T.E.A./S.R.A. Reading Ability
1975-76

School	Number Students Tested	Number With 5 Points or Greater Disparity	Number With 5 Points or Greater Disparity
No. 43	80	57	58
49	117	52	44
35	59	24	41
46	88	59	67
18	118	59	50
37	78	37	47
21	88	64	72
Totals	628	352	

It was found that while the division score in reading achievement increased from 1973-1975 there was also an increase in the percentage of students with a negative difference between reading achievement and ability.

Standardized test data show that the division mean for reading achievement of fourth and sixth grade students has ranged from the mean percentile of fifty-two to sixty-five. Table 15 shows there were forty percent of the fourth grade students, thirty-five percent of the fifth grade students and twenty-seven percent of the sixth grade students placed in below level basal instruction texts. The gap between high average achievement and the reality of instruational placement for large numbers of learners reemphasizes the way an average obscures the achievement level of many students.

TABLE 15

Basal Reading Placement
Fall, 1976

School No.	FOURTH GRADE			FIFTH GRADE			SIXTH GRADE		
	One Or More Levels Below	On Level	Above Level	One Or More Levels Below	On Level	Above Level	One Or More Levels Below	On Level	Above Level
66	26	40	9	24	43	11	-	-	-
43	39	33	8	37	37	6	-	-	-
13	42	48	12	28	50	-	59	78	14
02	51	95	-	20	129	-	21	114	-
55	69	73	-	7	67	-	39	97	-
56	54	97	-	22	91	-	19	78	28
49	74	33	9	82	18	19	26	58	37
62	54	62	-	13	113	-	44	30	32
39	35	52	-	39	42	-	32	53	18
35	51	31	3	61	25	-	-	-	-
59	31	59	25	33	60	29	13	67	35
18	54	28	19	50	61	18	39	24	22
07	12	42	33	19	56	30	18	21	31
46	32	33	10	38	40	19	18	42	21
50	23	66	16	5	85	-	9	50	-
6	24	44	14	20	29	11	-	-	-
37	57	16	-	76	12	-	-	-	-
70	43	92	-	39	78	19	34	88	15
73	39	52	44	29	37	55	11	64	38
21	13	78	45	45	51	-	-	-	-
65	52	75	27	50	55	30	61	34	34
05	35	27	21	53	52 ↔	(5th & 6th Grades reported together)			36
Total	910	1175	231	790	1204	247	470	898	361
TOTAL GRADE ENROLLMENT	2316			2241			1729		

An incongruity was obvious. Standardized test scores for 1975-76 showed a sixty-five percentile achievement for fourth grade students and yet basal placement the following year showed thirty-five percent of the students placed in below level instruction.

A recurring pattern was found that high percentages of students in certain schools displayed a negative difference between ability and achievement, scored below the fiftieth percentile on standardized tests and were placed below level in basal reading instruction. It was confirmed by examination of individual test scores that large numbers of students scored below the fiftieth percentile on standardized tests and showed negative differences between ability and achievement. Inconsistencies were apparent between standardized test scores and placement for basal reading instruction. The final step in identification of the problem of underachieving students in reading was to specifically identify students by examining their past performance, present level of achievement and to gain teacher opinion and observational judgments to establish the expected level of performance.

Observant teachers are a key to identification of remedial readers but there is a definite need for standardized reading tests in spite of their limitations. As Dallman points out, "The tests are especially valuable as general screening and classification devices and as measures of the overall effectiveness of the reading program. They are one important means of determining the reading status of large groups of pupils...data can be used for analysis and statistical summaries."[5]

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[5] Martha Dallman et al., The Teaching of Reading 4th ed., (New York: Holt, Rinehart and Winston, Inc., 1974), p. 514.

According to Robert M. Wilson,

> "The classroom teacher in his diagnosis will first use symptoms observed in the classroom to determine which children appear to have the potential to read better. In comparing the child's reading achievement with observable estimates of the child's potential, he will have made the initial identification of the child in need of diagnosis."[6]

Further guidelines given for screening requested an examination of individual test scores, ability and achievement, to note students with five or more percentile points negative disparity.

A meeting was held with administrators of the seven schools that had the high percentages of students with achievement-ability disparities, below level instructional placement and high percentages of students who scores below the fiftieth percentile. The administrators were asked to work with their staff to examine student records, observe and make judgments and to identify students whose achievement was lower than would be expected, based on their ability.

The following numbers of students were identified by the administrators and teachers as the students who showed the greatest differences between their present achievement level and their expectancy (see table 16).

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[6] Robert M. Wilson, Diagnostic and Remedial Reading for Classroom and Clinic. (Columbus, Ohio, Charles E. Merrill Publishing Company, 1972) p. 52.

TABLE 16

NUMBER OF STUDENTS IDENTIFIED AT EACH GRADE LEVEL IN PROGRAM FOR UNDERACHIEVING STUDENTS IN READING

School Number	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
43	15	8	8	10	6	*	47
35	3	10	13	11	9	*	46
46	5	17	8	11	4	6	51
21	4	8	26	7	4	*	49
49	21	4	9	6	4	6	50
18	5	16	13	6	1	5	46
37	5	7	7	19	8	*	46
Totals	58	70	84	70	36	17	335

* K-5 schools

The data presented supported the conclusion that, although the total division achievement in reading at the fourth and sixth grade levels was above the national norm, there were many students in each grade level whose achievement was below their ability as measured by standardized tests and confirmed by teacher observation and judgment. Students in these schools constituted the need for study and action to improve the school services to aid them in reaching their expected achievement in reading.

CHAPTER III

OBJECTIVES

A study of the collected data supported several generalizations. The overall reading achievement of the students within the school division was satisfactory with performance at or near the measured ability as indicated by standardized test scores. The division's average score initially obscured the records of students whose performance was below their assessed or observed ability. It was also found that certain schools consistently showed high percentages of underachieving students at all grade levels.

The goal to which this project was directed was to improve the delivery of services in selected schools, to identified students so that their reading achievement was parallel with the individual expectancies established for them.

The following assumptions were held:

1. That identified underachieving students could improve their reading performance.
2. That changed strategies were necessary to prevent further regression and increase reading achievement.
3. That successful practices could be institutionalized for similar students in other settings.

Performance objectives were established to meet the need. As strategies were considered and feasible ones selected, the process objectives evolved.

Performance Objective 1

Following seven months instructional intervention, two hundred and thirty-four underachieving students in grades two through six will reach or exceed the individual reading goals listed in column 6 ("Predicted Exit Scores") in table 17, as assessed by the appropriate level of the Metropolitan Reading Achievement Test. Criterion: eighty-five percent of the students treated will achieve the exit scores predicted for them. Factors listed in Column 5:

1. Ability, grade placement and past performance
2. Adaptive behaviors including failure to follow directions, short attention span, talkativeness, resistance to authority figure
3. Physical problems
4. Instructional exposure including absenteeism and transient students
5. Socio-cultural problems including home background, ethnic, economic as family problems or traumatic experiences
6. Teacher observation and judgement to lower expectancy from the indicated ability
7. Teacher observation and judgement to raise expectancy from the indicated ability

TABLE 17

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
4	2	113	1.2	1	2.0
7	2	126	1.9	1	3.0
15	2	129	2.3	1,2,6	3.0
18	2	130	2.0	3,6	2.6
30	2	116	2.2	2,5	2.8
32	2	113	1.9	4,2	2.5
35	2	112	1.9	1	2.9
36	2	104	1.6	1,2	2.5
37	2	110	1.3	1,7	2.4
45	2	96	1.1	7	2.9
67	2	105	1.0	1	2.0
69	2	120	2.0	1,7	3.2
75	2	102	1.5	2,5	2.3
84	2	116	1.8	4,5	2.7
103	2	100	1.0	1,4,5	2.0
106	2	106	1.2	2,4	2.0
107	2	110	1.7	7	2.7
108	2	109	1.5	2,4,5	2.0
115	2	103	1.2	2,5	2.0
117	2	112	1.7	1,5	2.3
122	2	123	1.9	1	3.2
126	2	102	1.4	7	2.5

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
132	2	114	2.4	1	3.4
139	2	105	1.7	1,2	2.6
143	2	104	1.7	1	2.7
154	2	117	1.7	1,7	2.9
155	2	120	1.9	5,6	2.7
157	2	111	2.1	2,6	2.7
158	2	117	1.5	1,7	2.9
165	2	102	1.5	2,5	2.2
170	2	95	1.1	7	2.5
171	2	118	1.8	2,6	2.3
172	2	113	1.6	1,5	2.6
181	2	120	1.9	1,4	3.0
182	2	110	2.1	1,7	3.1
186	2	108	1.9	1,7	2.9
190	2	124	2.2	2,3	2.8
192	2	113	2.2	1	3.0
193	2	118	1.8	1,7	2.9
195	2	100	1.3	7	2.5
196	2	114	1.8	1,5	2.8
199	2	96	1.0	7	1.8
207	2	107	1.5	5,7	2.5
209	2	99	1.6	6	2.1

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
211	2	118	2.5	1,5	3.5
213	2	123	2.3	2,6	3.0
215	2	134	2.2	4,5	3.2
224	2	108	1.9	1	2.8
226	2	109	1.6	4	2.6
227	2	106	1.8	2,6	2.5
230	2	104	1.0	7	2.2
231	2	110	2.0	1,6	3.0
232	2	107	1.3	1,7	2.1
235	2	114	2.2	1,6	3.0
237	2	107	1.3	3,7	2.5
241	2	111	1.7	1,2	2.4
244	2	119	2.0	2,7	3.2
247	2	103	1.4	3,4	2.2
248	2	122	1.7	3,7	3.0
251	2	123	2.1	1,6	2.8
259	2	114	1.6	4,5	2.6
261	2	103	1.6	1,7	2.6
264	2	108	1.9	1	2.9
270	2	116	1.1	1,2	2.1
273	2	114	1.7	1,7	3.0
285	2	100	1.4	1,6	2.0

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
3	3	106	1.6	1	2.6
5	3	126	2.8	1	3.9
10	3	127	3.5	1	4.6
11	3	100	2.3	2,5	3.3
12	3	113	1.5	1,2,4	2.2
13	3	118	1.8	2,3	2.6
14	3	112	2.8	2,5	3.6
16	3	106	1.6	3	2.5
20	3	122	2.4	1	3.6
21	3	127	3.2	1,2,7	4.2
22	3	128	2.8	5,4	3.9
23	3	108	1.4	1,3	2.0
26	3	113	2.2	2,4	3.0
27	3	109	2.6	1,5	3.5
28	3	121	3.0	7,4	4.1
29	3	99	2.1	1,4,2	2.9
34	3	112	3.0	1,7	3.8
49	3	120	2.6	4,7	3.6
50	3	107	2.7	5,6	3.5
53	3	106	2.4	1,4	3.4
57	3	119	2.3	3,4,6	2.9
71	3	118	3.0	2,4,5	3.7

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
74	3	101	2.2	1	3.2
212	3	104	2.6	1	3.6
214	3	117	2.2	4,7	3.2
216	3	111	2.6	1,7	3.9
222	3	109	2.8	7	4.0
223	3	100	2.4	1	3.4
228	3	101	2.4	4,5	3.3
236	3	121	2.8	1,7	3.9
238	3	107	2.3	1	3.3
242	3	107	3.0	1	4.0
249	3	127	2.9	2,7	4.0
253	3	109	2.6	1,5	3.6
265	3	114	2.2	1,7	3.2
269	3	115	2.8	4,5	3.9
276	3	118	2.3	7	3.4
279	3	123	2.4	1	3.4
284	3	116	2.5	2,3,4	2.9
281	3	138	3.1	1	4.3
291	3	113	2.5	1,7	3.5
85	3	125	2.5	1,6	3.5
95	3	111	1.3	1,7	2.5
96	3	114	3.0	1,7	4.0

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
109	3	95	2.0	1,4	2.7
114	3	115	2.2	1	3.3
124	3	104	2.5	1,7	3.8
128	3	97	2.0	1,7	2.7
130	3	109	2.8	4,5	3.9
133	3	110	2.4	1	3.4
135	3	90	2.0	7	3.0
137	3	102	2.7	1,2	3.5
138	3	102	2.4	1,4,5	3.2
142	3	111	2.8	1,6	3.6
145	3	97	2.3	2,3,4	3.1
151	3	109	2.4	7	3.4
156	3	100	2.0	4	2.7
160	3	112	1.8	1,6	2.3
167	3	107	2.6	2	3.4
173	3	110	2.9	1,7	3.8
174	3	112	2.6	1,7	3.4
180	3	113	3.0	2,7	4.1
189	3	113	2.4	1,2,3,5	3.2
203	3	109	2.2	1,7	3.2
31	4	93	2.7	7	3.7
39	4	104	3.5	2,7	5.0

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
62	4	104	2.6	4,5,6	3.2
63	4	108	2.3	5,6	3.3
80	4	108	3.4	4,5	4.3
82	4	114	3.5	1	4.7
87	4	107	2.7	5	3.5
90	4	89	2.0	1,5	2.6
94	4	85	1.9	6,4	2.6
99	4	110	3.9	2,4,6	4.2
100	4	90	1.9	1,7	2.9
101	4	89	2.3	4,7	3.0
102	4	90	2.0	1	2.8
104	4	106	3.3	2,3,5	4.0
105	4	108	2.7	1	3.7
119	4	96	2.7	2,7	4.0
118	4	99	2.4	4	3.5
120	4	100	1.9	2,3,4	2.5
121	4	95	2.5	4,5	3.4
112	4	99	2.8	2,3,4,5	3.2
116	4	101	2.4	1	3.4
129	4	103	2.6	1,4	3.4
131	4	96	2.6	2,3	3.5
140	4	96	2.7	2,7	4.0

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
141	4	108	2.5	1	3.4
147	4	106	2.7	1,2	3.5
148	4	116	2.7	1,2,6	3.2
153	4	102	2.8	2,4	3.7
161	4	101	2.7	5,6	3.5
164	4	100	2.5	1,2,3,6	3.0
166	4	117	3.5	2,7	4.6
168	4	99	2.8	2,4,5	3.5
169	4	106	3.1	5,6	4.0
175	4	112	3.7	1,7	4.9
183	4	121	4.4	1,7	5.9
185	4	104	3.0	2,6	3.5
188	4	121	4.2	1,2	5.5
197	4	112	3.8	7	4.9
198	4	135	4.0	1,7	5.3
202	4	108	2.7	1,2,5	3.3
217	4	92	2.6	1	3.1
219	4	107	3.7	1,5,6	4.1
220	4	109	3.2	1,7	4.2
233	4	105	3.6	4	4.6
234	4	103	3.7	5,6	4.5

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
245	4	105	3.9	1,2,6	4.3
257	4	118	4.1	7	5.2
268	4	112	4.2	1,2,6	4.8
272	4	107	3.6	7	4.7
274	4	104	2.6	7	3.9
275	4	120	3.9	7	5.1
287	4	108	3.5	2	4.4
1	5	114	4.6	1,3	5.5
6	5	102	3.9	6	4.9
19	5	92	4.8	7	6.0
24	5	108	4.6	1,2	5.3
41	5	91	3.4	5,6	4.0
44	5	99	5.5	1,2	6.1
52	5	102	4.8	1,7	6.0
70	5	100	3.1	2,7	4.5
81	5	99	3.0	4,5	3.9
88	5	80	2.2	1,7	3.1
89	5	90	2.7	5	3.6
92	5	80	2.4	1,2,4	2.9
97	5	99	2.1	7	3.3
98	5	82	2.5	1	3.1
110	5	93	2.7	1,5,6	3.3

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
111	5	85	2.8	1,2,5	3.3
123	5	90	4.8	5,7	5.8
125	5	107	4.8	2,5	5.5
134	5	104	4.8	7	5.8
136	5	102	4.5	7	5.6
149	5	114	4.8	2,3,5,6	5.5
150	5	100	4.3	1,7	5.5
152	5	104	3.5	1,2	4.5
162	5	107	4.8	4,5	5.7
177	5	110	4.5	3,4	5.3
178	5	112	5.3	2,7	6.4
204	5	100	3.6	2,4	4.2
205	5	100	2.4	4,5	3.0
252	5	123	6.6	1,2	7.7
258	5	104	4.2	3,5	5.2
262	5	103	4.3	4,5	5.3
266	5	114	5.2	1,2,6	5.8
277	5	119	4.8	1,2	5.6
278	5	105	4.3	5,7	5.3
280	5	107	5.0	6	5.9
38	6	103	2.7	4,7	4.0
40	6	94	4.2	2,4,5	4.8

TABLE 17 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)
58	6	100	5.4	2,3	6.0
65	6	108	4.5	5,6	5.4
66	6	98	4.9	4	5.7
79	6	112	5.5	2,5	6.0
179	6	98	4.4	4	5.3
187	6	96	2.7	1,3,4	3.3
194	6	98	5.2	7	6.4
206	6	99	4.8	1,6	5.4
210	6	102	3.6	5,6	4.5
218	6	112	6.0	1,7	7.2
225	6	113	5.5	4,5,6	6.3
229	6	107	5.2	1,2,3,6	5.8
240	6	101	4.5	3,4,5	5.1
250	6	101	5.4	2,5	6.2
176	6	123	4.9	1,2,6	5.9

Performance Objection 2

By participating in a diagnostic prescriptive individualized reading program, two hundred and eighty-three underachieving students in grades 1 through 6 will demonstrate mastery of at least the number of objectives listed in column 6 ("Predicted Exit Objectives) in table 18, as addressed by the appropriate sequence of Individual Criterion Referenced Test items published by Educational Progress Corporation. Criterion: eighty-five percent of the students treated will master the predicted number of objectives.

TABLE 18

Student Number	Grade	Ability	Pre Objectives Achieved	Diagnosis	Predicted Post Objectives
144	1	108	23	1	35
159	1	128	14	1	28
163	1	101	18	1,6	26
184	1	113	16	1,2	26
200	1	97	21	1,6	29
201	1	90	11	1,7	21
221	1	118	17	1,2	27
239	1	110	19	1,6	25
243	1	97	18	1,7	28
246	1	96	21	1,7	31
254	1	119	20	1	31
255	1	97	13	1	21
256	1	106	15	1	25
260	1	81	17	1,7	25
263	1	91	10	1,7	20
267	1	99	13	1	23
271	1	99	13	1	23
282	1	93	12	1,7	22
283	1	104	8	1	19
286	1	80	16	1	23
288	1	110	16	1	27
289	1	112	15	1	27

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
2	1	117	23	1,2	32
17	1	105	23	1	33
25	1	101	12	1	22
42	1	119	19	1	31
43	1	110	5	1	15
46	1	117	20	1,3	31
47	1	96	12	2,3,4	17
48	1	125	31	1,2	40
51	1	109	9	1,4,5	19
54	1	125	23	1,2	33
55	1	115	24	1,2,4	32
56	1	104	17	4	26
59	1	108	26	2	34
60	1	113	18	2,4	28
61	1	76	20	1	24
64	1	108	4	1	15
68	1	87	13	2,4,5	17
72	1	125	6	1	21
73	1	105	14	1	27
76	1	112	17	2,4,5	23
77	1	93	19	1	28
78	1	111	16	1	26

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
83	1	107	12	1,7	25
86	1	107	13	2,4	22
91	1	118	12	1	24
93	1	96	4	1	13
113	1	131	13	1,6	24
4	2	113	7	1	18
7	2	126	17	1	29
15	2	129	16	1,2,6	23
18	2	130	18	3,6	24
30	2	116	22	2,5	31
32	2	113	10	2,4	17
35	2	112	16	1	28
36	2	104	27	1,2	34
37	2	110	20	1,7	32
45	2	96	24	7	33
67	2	105	22	1	30
69	2	120	17	1,7	29
75	2	102	21	2,5	26
84	2	116	20	4,5	26
103	2	100	27	1,4,5	37
106	2	106	16	2,4	24
107	2	110	12	7	24

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
108	2	109	27	2,4,5	33
115	2	103	12	2,5	19
117	2	112	31	1,5	34
122	2	123	18	1	28
126	2	102	16	7	29
132	2	114	24	1	32
139	2	105	18	1,2	27
143	2	104	10	1	21
154	2	117	17	1,7	31
155	2	120	9	5,6	18
157	2	111	16	2,6	26
158	2	117	20	1,7	33
165	2	102	24	2,5	31
170	2	95	22	7	33
171	2	118	19	2,6	27
172	2	113	18	1,5	27
181	2	120	21	1,4	35
182	2	110	21	1,7	32
186	2	108	22	1,7	30
190	2	124	24	2,3	29
192	2	113	29	1	36
193	2	118	15	1,7	28

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
195	2	100	11	7	22
196	2	114	26	1,5	33
199	2	96	21	7	30
207	2	107	23	5,7	33
209	2	99	26	6	31
211	2	118	24	1,5	34
213	2	123	20	2,6	28
215	2	134	14	4,5	26
224	2	108	14	1	23
226	2	109	10	4	19
227	2	106	14	2,6	19
230	2	104	21	7	31
231	2	110	16	1,6	26
232	2	107	17	1,7	24
235	2	114	16	1,6	24
237	2	107	25	3,7	36
241	2	111	15	1,2	25
244	2	119	21	2,7	31
247	2	103	10	3,4	20
248	2	122	7	3,7	20
251	2	123	23	1,6	30
259	2	114	12	4,5	21

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
261	2	103	24	1,7	33
264	2	108	11	1	21
270	2	116	9	1,2	21
273	2	114	12	1,7	24
285	2	100	11	1,6	20
3	3	106	14	1	23
5	3	126	20	1	33
10	3	127	12	1	24
11	3	100	16	2,5	26
12	3	113	9	1,2,4	16
13	3	118	13	2,3	19
14	3	112	15	2,5	24
16	3	106	26	3	32
20	3	122	12	1	26
21	3	127	16	1,2,7	26
22	3	128	16	5,4	26
23	3	108	6	1,3	15
26	3	113	16	2,4	26
27	3	109	14	1,5	24
28	3	121	21	4,7	33
29	3	99	10	1,4,2	15
34	3	112	8	1,7	16

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
49	3	120	27	4,7	37
50	3	107	26	5,6	31
53	3	106	25	1,4	30
57	3	119	11	3,4,6	17
71	3	118	17	2,4,5	24
74	3	101	21	1	29
212	3	104	23	1	32
214	3	117	16	4,7	24
216	3	111	19	1,7	29
222	3	109	20	7	30
223	3	100	21	1	31
228	3	101	24	4,5	29
236	3	121	16	1,7	28
238	3	107	19	1	28
242	3	107	19	1	29
249	3	127	15	2,7	27
253	3	109	15	1,5	26
265	3	114	13	1,7	26
269	3	115	20	4,5	29
276	3	118	20	7	30
279	3	123	16	1	27
284	3	116	30	2,3,4	33

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
281	3	138	16	1	29
291	3	113	13	1,7	23
85	3	125	28	1,6	33
95	3	111	21	1,7	33
96	3	114	25	1,7	37
109	3	95	16	1,4	25
114	3	115	22	1	30
124	3	104	29	1,7	38
128	3	97	18	1,7	25
130	3	109	16	4,5	26
133	3	110	30	1	35
135	3	90	8	7	18
137	3	102	20	1.2	25
138	3	102	24	1,4,5	30
142	3	111	22	1,6	28
145	3	97	15	2,3,4	22
151	3	109	20	7	29
156	3	100	28	4	33
160	3	112	14	1,6	21
167	3	107	16	2	25
173	3	110	14	1,7	24
174	3	112	18	1,7	29

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
180	3	113	14	2,7	24
189	3	113	15	1,2,3,5	20
203	3	109	12	1,7	22
31	4	93	15	7	23
39	4	104	17	2,7	26
62	4	104	16	4,5,6	20
63	4	108	11	5,6	18
80	4	108	27	4,5	33
82	4	114	18	1	24
87	4	107	27	5	32
90	4	89	20	1,5	26
94	4	85	21	4,6	29
99	4	110	16	2,4,6	24
100	4	90	11	1,7	21
101	4	89	20	4,7	28
102	4	90	16	1	23
104	4	106	26	2,3,5	31
105	4	108	18	1	28
119	4	96	14	2,7	24
118	4	99	30	4	39
120	4	100	28	2,3,4	33
121	4	95	30	4,5	34

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
112	4	99	22	2,3,4,5	26
116	4	101	20	1	28
129	4	103	14	1,4	21
131	4	96	21	2,3	29
140	4	96	14	2,7	26
141	4	108	13	1	21
147	4	106	14	1,2	21
148	4	116	15	1,2,6	20
153	4	102	9	2,4	18
161	4	101	12	5,6	19
164	4	100	16	1,2,3,6	22
166	4	117	26	2,7	37
168	4	99	23	2,4,5	29
169	4	106	15	5,6	25
175	4	112	21	1,7	31
183	4	121	19	1,7	30
185	4	104	30	2,6	33
188	4	121	15	1,2	27
197	4	112	17	7	27
198	4	135	22	1,7	34
202	4	108	18	1,2,5	24
217	4	92	18	1	24

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
219	4	107	22	1,5,6	27
220	4	109	22	1,7	30
233	4	105	14	4	20
234	4	103	25	5,6	29
245	4	105	22	1,2,6	25
257	4	118	20	7	30
268	4	112	18	1,2,6	23
272	4	107	18	7	27
274	4	104	16	7	27
275	4	120	13	7	25
287	4	108	21	2	29
1	5	114	11	1,3	21
6	5	102	12	6	20
19	5	92	30	7	35
24	5	108	14	1,2	21
41	5	91	32	5,6	35
44	5	99	29	1,2	35
52	5	102	27	1,7	36
70	5	100	12	2,7	24
81	5	99	16	4,5	24
88	5	80	24	1,7	28
89	5	90	11	5	19

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
92	5	80	17	1,2,4	20
97	5	99	18	7	26
98	5	82	18	1	24
110	5	93	29	1,5,6	32
111	5	85	22	1,2,5	28
123	5	90	17	5,7	27
125	5	107	13	2,5	19
134	5	104	24	7	30
136	5	102	23	7	32
149	5	114	19	2,3,5,6	25
150	5	100	30	1,7	37
152	5	104	24	1,2	30
162	5	107	14	4,5	24
177	5	110	19	3,4	27
178	5	112	13	2,7	24
204	5	100	20	2,4	26
205	5	100	26	4,5	31
252	5	123	15	1,2	25
258	5	104	32	3,5	35
262	5	103	18	4,5	26
266	5	114	14	1,2,6	22
277	5	119	14	1,2	20

TABLE 18 (Continued)

Student Number	Grade	Ability	Pre-Objectives Achieved	Diagnosis	Predicted Post Objectives
278	5	105	25	5,7	32
280	5	107	11	6	21
38	6	103	27	4,7	36
40	6	94	24	2,4,5	29
58	6	100	29	2,3	35
65	6	108	34	5,6	37
66	6	98	11	4,5	20
79	6	112	15	2,5	21
179	6	98	17	4	26
187	6	96	25	1,3,4	30
194	6	98	15	7	26
206	6	99	16	1,6	22
210	6	102	18	5,6	27
218	6	112	21	1,7	31
225	6	113	11	4,5,6	19
229	6	107	15	1,2,3,6	21
240	6	101	28	3,4,5	34
250	6	101	14	2,5	22
176	6	123	22	1,2,6	31

Process Objectives - Sites and Communication

1. Schools will be selected that indicate the highest percentages of underachieving students, but limited to a manageable size for the implementation of this project.
2. Administrators, reading specialists and local school staffs will be involved in meetings to establish knowledge of objectives of the project and strategies to be employed, to encourage cooperation and involvement and to coordinate efforts to all instructional personnel to facilitate the portion of the project concerned with services to students.

Identification of Students and Record Keeping

1. Students in grades one through six in the target schools whose reading instructional level achievement is six months or more below grade placement will be identified for possible inclusion in the program.
2. Standardized reading tests will be administered to all candidates and scores contrasted to ability to select approximately forty-five students in each of the target schools who show the greatest negative disparity between ability and reading achievement. Posttests will be administered at the conclusion of the project.
3. Criterion referenced tests will be administered at the beginning and end of the school year to provide pretest and posttest situations and to determine the students' beginning deficiencies level for instruction.

Selection of Additional Personnel, Job Responsibilities and Training

1. A teaching assistant will be employed at each of the program sites to supplement the teachers' instructional program.

2. The school administrator or his designee, classroom teachers and teaching assistant will establish regular periods for small group instruction at each grade level for the identified students.
3. Criterion test information will be utilitized to develop prescriptive instructional plans and to follow the instructional sequence. Mastery level tests will be administered to verify achievement or need for further instruction.
4. Planning between the classroom teacher and teaching assistant will be coordinated through the use of a uniform plan sheet so that additional instruction will be an extension and reinforcement of the regular classroom work and so all instructional personnel will be cognizant of needs and achievements.
5. Supplementary instructional materials will be selected and utilized for specific instructional needs. After reviewing materials currently on the market and surveying resources at each site, instructional materials will be purchased or made to be used when teaching specific skill areas. Budget restraints and school needs will be considered, and all materials will be centrally ordered by the project director.
6. Preservice and inservice workshops will be systematically planned and conducted for staff members to enable them to fulfill their job description adequately.
7. A bimonthly program of inservice will be held to enable the teaching assistants to fulfill their job descriptions adequately as assessed by the administrators, teachers, language arts supervisors, and the teaching assistant.

8. On-site assistance will be provided by the language arts supervisor or local school staff to enable teaching assistants to plan and instruct identified students according to prescriptive information.

Communication With Parents

1. Parents of identified underachievers will be contacted through meetings, newsletters and frequently written notes to solicit their support for the program and to provide information of specific activities they can do at home to help their child achieve at school.

Student Attitude

1. Strategies will be designed and implemented to develop or maintain students' positive attitudes toward learning.
2. An observation record will be maintained by the teaching assistant to record indicators of the students' behaviors in small group instruction to assess noted changes in conduct.

The performance objectives are specific for the student outcomes of the project. The process objectives incorporated the strategies to be employed to accomplish those purposes.

CHAPTER IV

REVIEW OF THE LITERATURE AND RESEARCH TO DEVELOP THE STRATEGY

After recognition and analysis of the need to increase the reading skill development of underachieving students, the project directors searched for a strategy by seeking answers to four questions: (1) Who are the underachieving students and how should expected changes be established and assessed? (2) What types of instructional procedures should be implemented and what materials should be used? (3) Who should be responsible for the delivery of services? (4) What other major factors should be considered to meet the students' needs?

To answer these questions, information was gathered from: (a) review of the literature; (b) consultation with experts and practitioners in the field of reading; (c) visitations to other school districts; (d) conversations with the parents of underachieving students.

Who are underachieving students and how should expected changes be established and assessed?

The literature revealed a variety of terms describing students with reading difficulties. The terms reluctant reader, disabled reader, remedial reader, corrective reading, slow learner and underachieving student were the most frequent categories used to described students in varying degrees of impairment in reading.

Reluctant readers, described by Miller, are students "who can read, but who do not want to read for pleasure."[7]

Disabled readers were described in various terms as students with minimal neurological disfunction to a general description of severe reading disabilities as a condition created by a combination of complex causes.

Heilman stated, "Unfortunately there is no universal agreement as to the meaning of the terms remedial reading instruction and remedial readers. In its broadest sense the term remedial reading covers special instruction for those students whose reading achievement is X amount lower than their expected achievement based on measured intellectual capacity for learning."[8]

Corrective reading was descriptive terminology introduced by Tinker and McCullough. "A child may fall behind in any one of the reading skills or reading progress may be arrested at any stage in the sequence of development. So corrective or remedial reading may be needed whenever and as often as the progress of a child is blocked by one or another difficulty."[9]

Miller described another group as slow learners whose progress is not average nor at the usual pace. "Since a slow learning student has an IQ of about 70 to 90, he obviously learns at a slower rate than does an average or above average student."[10]

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[7] Wilma H. Miller, Teaching Reading in the Secondary School (Springfield: Charles C. Thomas Publisher, 1974), p. 221.

[8] Arthur W. Heilman, Principals and Practices of Teaching Reading, 2nd ed. (Columbus: Charles E. Merrill Publishing Company, 1967), p. 453.

[9] Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading 4th ed. (Englewood Cliffs: Prentice-Hall, Inc., 1975), p. 583.

[10] Miller, op. cit., p. 225.

Dallmann, et. al. introduced a general term, underachiever, as "the child who is not reading up to capacity. Thus the gifted child as well as the slow learner can be an underachiever. So can a great number of boys and girls with average mental ability who otherwise are reading below expectation."[11]

The project directors decided to focus attention of this program on students termed underachievers in reading. This decision provided for the involvement of a wide spectrum of students from slow learners and average students to the bright or gifted who were not achieving up to expectations.

The next study or investigation was that of establishing expectations for students' level of achievement. It was found that a variety of factors should be considered to realistically determine what the expectation should be.

In their book, Reading in the Elementary School, George and Evelyn Spache discussed summaries of studies on influential factors affecting reading achievement. Although they cautioned the reader about the pitfalls of using intelligence quotients (I.Q.) to predict student expectancies, they stated, "The child's mental age and intelligence quotients are often considered among the most important factors in their significance for reading success."[12]

Dallmann and other agree that mental capacity is a major factor affecting reading growth. "If we define a child's intelligence as the rate at which he is able to learn, we may assume that the rate of his growth in reading is affected by and limited by his intelligence. The intelligence quotient, which is mental age divided by chronalogical age, x 100, can be used as a rough index for computing what is known as the expectancy level."[13]

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[11] Martha Dallmann, et. al., The Teaching of Reading, 4th ed. (New York: Holt, Rhinehart and Winston, Inc., 1974), p. 440.

[12] George D. and Evelyn B. Spache, Reading in the Elementary School 3rd ed. (Boston: Allyn and Bacon, Inc., 1973), p. 64.

Numerous formulas and charts were found for calculating reading expectancy levels. Bond and Tinker devised a formula "based on the number of years in school x IQ/100 + 1.0. Using the formula, a pupil with an intelligence quotient of 90, who is beginning his third year of school, would have a reading expectancy of 2.8 (2 x .90 + 1.0)."[14]

Durkin suggests another formula for computing reading achievement expectancy; namely, "Mental age (M.A.) - 5. It is based on the assumption that the average child in the first grade has a mental age of about six, in the second grade of seven, and so on. According to this method of computing reading expectancy, with a mental age of eight, a child, regardless of his grade placement, could be expected to read on the third grade level. One with a mental age of ten would have a reading achievement expectancy at the fifth grade level."[15] Durkin points out that to the extent that factors other than mental age affect reading ability, the reading achievement age calculated according to her formula becomes inaccurate.

Albert J. Harris (1962) devised a scale of reading expectancies based on I.Q. and age which yields expectancies very similiar to Durkin.

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[13] Dallmann, op. cit., p. 400.

[14] Guy L. Bond and Miles Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, 1967), pp. 91.

[15] Dallmann, op. cit., p. 400.

Gertrude Stearns of Boston University developed a reading expectancy scale based on I.Q. and grade, bearing similiarity to the Bond and Tinker formula which includes number of years in school.

In addition to Durkin's statement that formulas become inaccurate to the extent that other factors affect reading achievement, Dallmann also cautioned that, "The index of expectancy level will be no more accurate than the intelligence quotient upon which it is based."[16] The caution served as an alert that a quantitative measure should not be considered an absolute. Additionally, well known writers in the field point out factors that should be considered, other than IQ or mental age.

It must be kept in mind that even the best of mental tests provided only an indication of the rate at which an individual is able to learn. "Although mental tests are probably more reliable indices of intelligence than more informal methods, the latter should also be used. Informal observation may serve as a valuable check on the accuracy of test score."[17]

In order to plan instruction, employ techniques for improvement, or to decrease the rate at which the student is falling behind in his acquisition of skills, it was necessary to understand causes of the reading retardation.

It was found that causes of reading difficulty are usually numerous and interrelated. Dallmann, et. al, stated that "situations in homes or poor family relations are contributing causes to poor progress in reading. Conflict, deprivation, indifference to the child's school performance or oversolicitude are unfavorable home situations that contribute to a child's lack of performance in reading."[18]

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[16] Ibid., p. 411.

[17] Ibid., p. 61.

[18] Ibid., p. 441.

Many factors such as readiness, home environment, physical and emotional conditions, and school experiences influence a child's academic progress. Lack of progress may be due to any single cause or a combination of problems. As Wilson pointed out "A child is a problem reader because, for one reason or another, he does not read as well as his ability indicates he should. He should not be judged by his reading skills in relation to his grade level in school, but rather in relation to his potential."[19]

Heilman points out factors, in addition to intelligence, which influence the acquisition of reading ability that should be considered when an expectancy is established. Those factors were physical handicaps including impaired vision, hearing loss, inadequate attention span and absence from school. Educational factors included frequent change from school to school, home environment, inadequate or inappropriate instruction.

Heilman also pointed out that "The teacher's ego needs can contribute to the child's insecurity and pose threats to his adjugment and concept of self."[20] Teachers' personalities and their expectations for student progress can greatly influence students' achievements.

In Braun's review of teacher expectancies he stated, "Teachers not only demand better performance from children for whom they had higher expectations, but also were prone to praise such performance when it occurred. Conversely, teachers were more prone to accept poor performance from low-expectation children and less likely to praise good performance of these same children even though it occurred less frequently."[21] The authors interpreted the findings as evidence that teachers transmit differential performance cues to children in ways that encourage responses that will confirm these expectations.

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[19] Wilson, op. cit. p. 2

[20] Heilman, op. cit. p. 464

The literature led the project directors to consider teachers' opinions and judgments cautiously. However, the teacher is a major influence in a child's school experience and must be considered. Brophy and Good suggest a possible sequence of behaviors that may offer at least one explanation of how expectation cues are transmitted from teacher to learner:

1. The teacher forms differential expectations for student performance;
2. He then begins to treat children differently in accordance with his differential expectations;
3. The children respond differentially to the teacher because they are being treated differently by him;
4. In responding to the teacher, each child tends to exhibit behavior which complements and reinforces the teacher's particular expectations for him;
5. As a result, the general academic performance of some children will be enhanced while that of others will be depressed with changes being in the direction of teacher expectations;
6. These effects will show up in the achievement tests given at the end of the year, providing support for the self-fulfilling prophecy notion.[22]

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[21] Carl Braun, "Teacher Expectation: Sociophychological Dynamics," Review of Educational Research 46 (Spring 1976): 196.

[22] J.E. Brophy, T.L. Good, "Teacher's Communication of Differential Expectations for Children's Classroom Performance: Some Behavioral Data." Journal of Educational Psychology 61 (1970) 5:368.

The writers found abundant references to factors which influence a student's acquisition of reading skills. Intellectual capacity, home background, physical factors, school attendance, teacher variable and school behaviors were the frequent categories. Indices of expectations based on intellectual capacity carried the caution that they were rough or general expectations which should be adjusted according to other known influences.

Attention was turned to the examination of norm-referenced tests in order to understand, interpret, and utilize them for setting expectancies. Scores were found to be expressed in raw score units, standard scores, grade equivalents and percentiles. The raw score is the number of items answered correctly, all others are derived or extrapolated scores comparing a score to scores of other students who took the same test. The grade equivalent was defined as a score representing the year and month in school of students nationally, whose median raw score was the same as the given raw score.

Related to norm referenced tests, an associate examiner for Educational Testing Service in Princeton, New Jersey, pointed out "Although it appears that grade equivalents are easy to understand and interpret, they have some limitations, perhaps the most serious is the fact that each unit on the sale of 1.0 through 12.9 does not reflect an equal amount of growth."[23] The following example illustrated the point.

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[23] Grayce A. Ramsom, "Interpreting and Using Test Norms," Reading Teacher 26 (December 1972): 240.

GRADE 3.1

Pupil	Raw Score	Grade Equivalent	Percentile Rank	Standard Score[1]
A	32	5.2	90	74
B	19	3.1	50	60
C	10	1.8	10	46

GRADE 4.1

Pupil	Raw Score	Grade Equivalent	Percentile Rank	Standard Score[2]
A	38	6.7	90	86
B	27	4.1	50	70
C	15	2.3	10	54

GAIN

Pupil	Raw Score	Grade Equivalent	Percentile Rank	Standard Score[3]
A	6	1.5	0	12
B	8	1.0	0	10
C	5	0.5	0	8

[1] Standard deviation is 11 standard score units.

[2] Standard deviation is 13 standard score units.

[3] Increase in standard deviation from grade 3.1 to grade 4.1 is 2 standard score units.[24]

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[24] J. Wayne Wrightstone, Thomas P. Hogan and Muriel M. Abbott. Test Service Notebook. Harcourt, Brace and Jonovitch, Inc. No. 33: 8.

Pupil B represents normal growth, regardless of the type of unit used to measure gain. Pupil A, with a raw score gain of six increased the grade equivalent 1.5 while pupil C with a raw score gain of five increased only one third, or .05 as much as pupil A. "However, grade equivalents are the units used almost universally to measure growth",[25] according to Wrightstone, Hogan and Abbott. It was fully recognized that appropriate measurement procedures were essential to evaluate the effect of any education program.

After individuals were selected, who needed and presumably could benefit from intervention services and entry level data collected, the norm referenced test data should be set aside. Although it is frequently impossible to identify any single cause for reading retardation, it is possible to work with the individual and diagnose his strengths and weaknesses in the area of reading skill development. As Dr. Robert Wilson stressed in his presentation to Chesterfield County teachers during an in-service program, it is important to recognize what a student already knows and to build on his strengths to remediate the weaknesses. The Chesterfield County continuum of objectives developed in 1975 have served teachers and students well to focus on and monitor skill development but even more specific objectives need to be stated for those students identified who could benefit from further, more precise instruction.

> A distinction of great importance to educational evaluators is that drawn between the more classical norm-referenced approaches to measurement and the recently emphasized criterion referenced approaches. Norm referenced measuring devices are designed to assess an individual status with respect to other individuals who have been measured by the same

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[25] Ibid.

> device...Criterion referenced measuring devices are designed to assess an individual status with respect to some criterion, that is, standard of performance.[26]

Recognizing the time and the expertise needed to develop specific objectives and test items, the directors reviewed publishers' manuals for criterion referenced tests available in our school system. One particular manual summarized the value of criterion referenced tests as follows:

> Individualized criterion referenced tests are designed to provide the teacher, student and parent with two fundamental kinds of information: first, the specific knowledge and skills the student has learned, and second, the specific knowledge and skills which are appropriate next instructional steps. With this information, the teacher can determine the individual student's level of achievement on specific objectives, make instructional plans appropriate to the individual student's needs, and determine accurately the individual's progress over a specific period of time.[27]

In summary, it was decided to identify a population of students whose entry achievement level was below an average or norm for whatever reason. While recognizing the complexity of determing reading expectancies and after reviewing several current formula techniques and reading expectancy charts, a committee of teachers and administrators recommended that the Stearns Expectancy Chart (appendix 1) be utilized as a rough index for teachers to use in estimating the reading expectancy of students believed to be underachieving.

Expectations for improvement were additional specific reading skills measured by criterion referenced tests. The expectations were adjusted in relation to known factors which influence educational growth. The literature gave no indication of how many objectives or percentages of grade equivalent gains should be adjusted for the various factors. The writers and involved teachers should use judgment based on examination of records and observations to establish individual expectancies for each student included in the program.

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[26] W. James Popham, An Evaluation Guidebook (Los Angeles: The Instructional Objectives Exchange, 1972), p. 31.

[27] Educational Development Corporation, Individualized Criterion Referenced Testing Reading Teacher's Manual (Tuscon, Arizona: Educational Development Corporation, 1975), p. 40.

What types of instructional procedures should be implemented and what materials should be used?

The second topic for study in the literature was what types of instructional procedures should be implemented and what materials should be used to plan a course of action to improve the reading achievement of the identified students. Heilman relates that schools do not deliberately produce non-readers or impaired readers but, at times schools do sacrifice sound principles and practices. A practice to be questioned was that of class size. "Classes containing thirty-five to forty students unfortunately are numerous. Teachers of reading in these classrooms cannot do the job."[28] Class size can certainly be a contributing factor to faulty teaching of reading. However, all elementary schools in Chesterfield County meet the standards for accreditation by the State Department of Education and the Southern Association of Colleges and Schools. According to these standards, maximum class size is thirty students.

Further consideration was given group size for any special or additional services. It was found that "Classes consisting of five pupils who were instructed for a full hour, daily, produced the greatest gains, even better than 1-1 or 2-1."[29] This led to the consideration that treated students should be in small instructional groups.

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[28] Heilman, op. cit., p. 16.

[29] Edwa Sternagle, "A Five Year Summary of a Remedial Reading Program," Reading Teacher 24 (March 1971): 539.

Administrative decisions involved in promotion versus retention have implications for students who are poor achievers in reading. The practice of moving students from grade to grade even though the skills of the previous level were unmastered produced the dilemma of expectations students were unable to meet. The opposite administrative procedure, non-promotion is not an answer to the problem. Heilman states, "non-promotion was indefensible for it emphasized failure and made it visible to all." In this sense it was a form of punishment which could, and often did, effect the child's chance of returning to a normal growth pattern."[30] Retention may be necessary for some students at some point in their elementary school years, but it was not viewed as a positive solution to the problem.

Extension of the language arts instructional time block within the regularly scheduled day was found to be a technique to provide additional instruction. Currently the primary grades schedule two and one-half hours, and elementary grades schedule two hours for language arts instruction. All students do not demonstrate a need for more reading instruction, and extension of the language arts block would reduce the time available for other curriculum areas. Extension of the period for those who needed it would require extensive grade level regrouping, greatly increasing some pupil-teacher ratios, and would influence daily scheduling of all students, an action that administrators and classroom teachers indicated was undesirable.

Pre and post school hours for special instructional sections or tutoring was another possibility for providing extra time for students with special need. Although teachers indicated a willingness to provide the instruction, the plan was not feasible because most students are transported to and from school by buses which must adhere to specific time schedules.

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[30] Heilman, op. cit., p. 342.

Manipulation of curriculum sequence or grouping patterns could not be found to be effective in the long term. "Educators have continued to experiment with new methods and techniques to meet the varied needs of each student. Special grouping patterns were tried, such as tracking, phrasing, ability grouping and the Joplin Plan. These individual grouping techniques did very little to individualize the instructional program."[31]

Attention was turned from procedures to the students who were identified in the problem. A teacher can neither eliminate differences nor bring all children to the same standard of performance.

> In fact, all authorities agree that differences in reading ability are to be expected and the value of teaching is to help each child achieve to the extent of his learning capacity at his own optimal rate. Skillful teaching of reading implies a positive attitude toward individual differences in which instruction will seize upon and cultivate each pupil's potentialities.[32]

Spache and Spache stated that "organizing an individualized reading program requires more detailed planning than other approaches."[33] Heilman adds to the consideration of the individual learners that, "Individualized reading focuses on the child as a reader more than the teacher as a teacher. Reading is seen as an act of personal involvement which is synchronized with the child's growth and development."[34]

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[31] James Lewis, Administering the Individualized Instruction Program (West Nyack, New York: Parker Publishing Company, Inc. 1971), p. 12.

[32] Tinker and McCullough, op. cit., p. 296.

[33] Ibid. Spache and Spache, op. cit., p. 193.

Research in individualized reading programs conducted by Thompson led him to state that individualized reading programs often increase reading achievement. He notes that "Individualized reading has been used successfully at practically all grade level."[35]

Accepting the persuasive arguments that reading growth is best accomplished by consideration of individual differences and instruction planned for those individual needs, there remained the matter of how to implement a program or select materials to accomplish the purpose.

Lewis suggested that

> Development of an individualized program requires the evaluation of a vast number of learning variables such as entry abilities of students, numerous learning materials, objectives of the unit, available educative and technological tools, and the results desired. Flexibility, relevance and numerous learning methods and techniques are all key elements.[36]

As described by Erickson and Curl

> The systems approach is a systematic attempt to coordinate all aspects of a problem toward specific objectives...it means focusing first upon the learner and the performance required of him and then, and only then, making decisions about course content, learning experiences, and the most effective media and instructional tactics.[37]

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[34] Heilman, op. cit., p. 346.

[35] Richard Thompson, "Individualized Reading: A Summary of Research," Educational Leadership 33 (October 1975): 58

[36] Lewis, op. cit., p. 15.

[37] Carlton W. Erickson,David H. Curl, Fundamentals of Teaching with Audiovisual Technology, 2nd ed. (New York: Macmillan Company, 1972), p. 66.

Psychologist Robert Gagne defined an educational systems as..."that arrangement of people and conditions which is needed to bring about changes in the human individual attributable to the process of learning, which transform him from a dependent child to a productive adult member of society."[38]

The literature, as well as opinions expressed by the language arts supervisor of the Virginia State Department of Education, encouraged the directors to formulate a strategy for individualizing instruction in a systems approach. The system was the assessment of learning variables of the identified students and the selection of specific objectives to be learned. These data were utilized by the personnel and instructional conditions arranged to bring all resources into concert for the identified learners.

The use of programmed learning materials was studied as a possible means to individualize instruction. The specificity of each lesson gave promise of a means of meeting individual skill needs, and the immediate information for right and wrong answers appeared to have appeal to the learners. However, as pointed out by Wittch and Schuller,

> Programmed instructional materials rely on the principle of reinforcement of learning. The result is likely to be oversimplification and narrowness of concept building in programs where reinforcement involves a single-track approach consisting of rather narrowly interpreted series of steps through which the pupil is expected to gain an understanding of broad aspects of the subject.[39]

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[38] Robert M. Gagne, The Conditions of Learning. (New York: Holt, Rinehart, and Winston, Inc., 1965), p. 240.

[39] Walter A. Wittch, Charles F. Schuller, Audio Visual Materials Their Nature and Use, 4th ed. (New York: Harper and Row, 1967), p. 520.

Many of the underachievers were considered by their teachers to be poor independent workers who would not function well working with an independent programmed text approach. Although the skill need of a seven and eleven year old may be the same, illustrations were often found to be too juvenile for the older students. Although the individualization and specificity of lessons for selected objectives showed promise of a way to meet the stated objectives for instruction, other features of programmed instruction, as stated, led to rejection of this as a sole strategy.

Computer based instruction, as a technique to individualize, was a popular notion in the late sixties. Several studies reviewed suggested that many students benefit from computer assisted instruction (C.A.I.) Most programs, however, appeared to focus only on lower level decoding skills. A C.A.I. program at Stanford University was considered successful and cost effective. "Based on a school year of 1975 days, the yearly cost of the C.A.I. reading program is $70 per student."[40]

Gerlach and Ely's book devoted a chapter to discussing the characteristics, advantages and limitations of various forms of media. They listed six limitations to the use of the glamorous new tool, the computer. The first and perhaps one of the most important factors to consider for this project was the following:

> Computers are very expensive educational instruments. While there have been some fantastic claims regarding very low cost per student hour, the fact remains that the initial investment in the equipment, the programs, the training program for the teachers, and the additional personnel required to handle the equipment adds substantially to the cost of instruction.[41]

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[40] Richard C. Atkinson, John D. Fletcher, "Teaching Children to Read With a Computer," Reading Teacher 25 (January 1972) : 326.

[41] Vernon Gerlach and Donald Ely, Teaching and Media a Systematic Approach (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), p. 329.

Considering the scheduling problems and the fact that a percentage of identified underachievers have poor independent work habits, added to the economic restrictions, this mode of instruction was a nonviable solution to the project problem.

The Wisconsin Design for Reading Skill Development, a program of individualized instruction, showed positive features. Reports of schools using the program revealed positive student gain. The design of the program included all students, required regrouping every two weeks and utilized all staff members. Involvement of all students resulted in groups that equaled regular pupil teacher ratios. The specific skill assignment aspect was a positive factor, but the logistics and management features of the Wisconsin Design for Reading Skill Development were considered by some teachers and administrators to be too cumbersome. The positive features of the program appeared to be the assessment of students to determine the skills each possessed and planned instruction for unmastered objectives. The extensive and time consuming pre-testing as well as the clerical chores of scoring were well founded as objectionable features. However, well planned defensible instruction must be based on students' past performance and identified needs. Although the Wisconsin Design for Reading Skill Development was not selected, the concept was accepted as a viable means for increased student achievement. "Clarity and precise instruction to students does not mean lack of creativity on the part of the teacher, but indicates that he has a depth of understanding about what he wants from his students. Students appreciate this approach."[42]

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[42] Merle L. Meacham, Allen E. Wiesell, Changing Classroom Behavior: A Manual for Precision Teaching (Scranton, Pennsylvania, International Textbook Company, 1970), p. 81.

A survey of reading methods discussed by Emerald Dechant stressed the point that no one method is good for all students and that individual students frequently needed variety in teaching strategies. "Children are different and learn differently. Eclecticism is based on the assumption that until it is possible to standardize youth, it seems unwise to standardize reading methods."[43]

Having studied various methods to individualize instruction, the strategy selected was that of assessment of the students' entry skills and the selection of a sequence of skills to be learned at the optimum rate for each student. The assessment procedures selected were those which required a minimum of clerical chores. After determining the students' entry skills and selecting a continuing sequence to be learned, the method or approach to teach the needed skills was an eclectic one. If individual differences were accepted, it followed that individual learning styles and responses must be accepted.

Who should be responsible for the delivery of services?

Once the instructional procedures and materials had been proposed for the project, the feasibility of implementation initially caused some concern. Resources in the way of personnel would have to be reviewed if additional diagnostic prescriptive services were to be provided. Teachers were already feeling the pressure of accountability and seeking help to implement new strategies but could not realistically be expected to individually provide all the time and effort necessary to bring about the desired changes.

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[43] Emerald Dechant, Diagnosis and Remediation of Reading Disability (West Nyack, New York: Parker Publishing Co., Inc., 1968), p. 155.

An obvious strategy could have been the hiring of additional professional staff. The certified teacher could be assigned the six to ten students from each grade level and charged with the responsibility of their total instructional program or assigned as a roving teacher to instruct in the selected classrooms. The elementary schools do not have an arrangement for differentiated staffing of regular classroom teachers and they had no inclination to do so at this time. Another reason for rejecting this strategy was that the available budget was not sufficient for additional profession personnel.

In some instances students tutored either individually or in small groups by college students showed significant gains in reading achievement. The use of student teachers and practicum students from local teacher training institutions, who work in the schools and are assigned temporary duties following the guidelines established by the colleges in conjunction wiht the school system, were considered as possible tutors. Although their services are appreciated, the duration of their assignment in any one school is limited, and their teaching assignment could not be exclusively in re[illegible] therefore college students were rejected as possible resources to deliver the necessary additional instruction to identified students.

In her review of the literature pertaining to peer tutoring in the reading class, Karen Steiner points out, "While, in some circumstances, affective and academic improvement will follow the institution of peer tutoring techniques, these out-comes are, apparently not always predictable."[44]

A program of peer tutoring was considered. In spite of evidence that tutors frequently gained skills while teaching others, parents objected to the idea that their child would regularly spend time during the school day tutoring or helping his peers develop competency in reading. The underachieving students demonstrated a need for instruction which was beyond reasonable expectations for a peer, and the development of lesson plans by a teacher in terms understandable to the peer tutor, would require time and effort beyond the bounds of reason.

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[44] Karen Steiner, "Peer Tutoring in the Reading Class," Journal of Reading, 21 (December 1977): 267

Adult volunteers were viewed as a resouce for meeting the objectives of the program. Volunteers are valuable assets to many schools in the division. The frequency of visits, amount of time scheduled each week, absenteeism and lack of commitment to follow through from September to May were presented as reasons for concern on the part of teachers and administrators. Little control can be exercised over volunteers to maintain a consistent and ongoing program of instruction. It was feared that the additional help to students would be inconsistent and fragmented if volunteeers alone were expected to deliver the additional services.

Gains and Olson pointed out that "Letting parents know what goes on in the classroom is more than good P.R. It can work to your teaching advantage."[45] The project directors agree with this statement but realize that forparents to carry out specific instructional procedures at home, frequent parent/teacher conferences would have been necessary. Both conferences and training sessions would be difficult for some working parents to attend and difficult for others to schedule or implement. Although the benefits of parent participation in a child's learning were recognized, it was decided that it would be unwise to place the remedial reading responsibility on parents.

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[45] Elizabeth Gains and Susan Olson, "Reinforce That Home School Link," Instructor, LXXXV (October 1976): 113.

Another strategy considered and rejected was to reassign or redefine the job description of paraprofessionals already in the school. This alternative would provide regularly assigned personnel, consistent schedules and, with adequate training, a possibility that instructional services could be delivered to the identified students. The undesirable feature raised by the administrators and teachers was that the reassignment of the aides would affect all teachers who used their services in clerical and instructional capacities. This presented the further problem that all students could be indirectly affect in an adverse way, since teachers would have to spend more of their time in preparation of materials and clerical tasks currently provided by the aids.

Visitation of a neighboring school division and discussion with professionals at International Reading Association led to the belief that additional personnel in the form of paraprofessionals would be a viable solution of who should provide the additional services to students. Summaries of programs using paraprofessionals as instructional aides were reviewed and pertinent issues discussed. Recommendations from successful programs were incorporated into the project proposal.

To pave the way for the paraprofessionals to become an integral member of the instructional team, they were called teaching assistants to differentiate their position from the traditional clerical aid.

The careful selection of teaching assistants was considered an important factor.

> Teacher aides, being paid employees, and often serving in a full-time capacity, should be selected with the same careful consideration you give to hiring professional staff members...they must possess the qualities necessary to assure a positive, meaningful educational relationship. Some of the desirable qualities are as follows: 1) an interest in working with children, 2) possess good

> communication skills, 3) be dependable in her job function, 4) display stability, 5) loyalty to the school, 6) show discretion in communicating with parents, 7) willingness to take direction, 8) be of sound health, 9) be willing to attend a training session.[46]

The consideration of who would be responsible for the delivery of additional instructional services included teachers, student teachers, peer tutors, volunteers and paraprofessionals. The selected strategy was the employment of paraprofessionals who would receive extensive preservice training and continued support through regular sessions to extend and reinforce their skills to instruct students.

What factors other than instructional materials, methods and personnel needed to be considered once the students had been identified?

The additional factors to be considered emerged as the literature was reviewed to answer the previous questions. The directors then focused on the need for preservice and inservice training for the teaching assistants, parental support and student attitudes.

In the school division no formal preservice or inservice training has been conducted annually for new paraprofessionals, other than in the Title I program. Orientation to the position is handled at each school.

Unfortunately, prevailing practice indicated that supplementary personnel in the classroom tend to be used as clerks or aides rather than paraprofessionals. Fillmer uses the acronym "coworkers" and suggests the following activities for paraprofessionals:

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[46] Benjamin DaSilva and Richard Lucas, Practical School Volunteer and Teacher Aide Programs. (West Nyack, N.Y.: Parker Publishing Co, 1974), pp. 30-31.

C constructing games
O organizing field trips
W working with individuals
O observing behavior
R reading stories
K keeping records
E evaluating performances
R reinforcing skills
S stimulating discussions

He further cautions that, "It is only when paraprofessionals are taught to perform professionally and competently as co-workers with professional teacher/managers that classrooms will operate with maximum efficiency."[47]

The directors' plan for the use of the additional personnel as teaching assistants meant that a training program would have to be developed in order to prepare the staff to carry out their responsibilities.

As pointed out by Messer, "...combine their (teachers) training and talents with paraprofessionals to achieve greater personalized attention for the children they are educating."

By doing this the directors felt there would be greater assurance of program success. "To achieve maximum effectiveness, inservice training for certified teachers and paraprofessionals must be made an integral part of the program. In all situations, the paraprofessionals are under the direction and supervision of the certified teachers."[48]

Preservice orientation and inservice training for additional paraprofessionals to carry out instructional roles under the guidance and supervision of teachers involved specific planning and time that could be handled by the project directors. Advice from and consultation with the local reading teachers helped in this endeavor. Procedures to interpret the plan of action to teachers and how to include paraprofessionals as part of the instructional team were discussed with local school administrators. The total staff would have to be familiar with and supportive of the program if goals were to be successfully met.

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[47] Thompson Fillmer, "Professional Reading Activities for Paraprofessionals," Reading Teacher 26 (May 1973): 807.

[48] Wallace Messer, "Flexible Staffing, Another Path to Individualized Reading," Reading Teacher 27 (February 1974): 455.

Although the directors agreed to utilize a systematic approach to improve reading competence, they also recognized the necessity of looking beyond the specific reading skills in isolation. "A student's attitude toward a given course or subject area can be a contributing factor toward his achievement in it." [49]

Paraprofessionals working directly with boys and girls meant the directors had to prepare teaching assistants who would look beyond the teachers' lesson plans to look at, observe and react appropriate to the emotional and social needs of the children.

Student attitudes can be influenced by many factors. Mager stresses the importance of people. "...though he may be partial toward activities at which he is particularly adept, tendencies are influenced primarily by events in the world around him. They are shaped mostly by the attitudes of the people he encounters, by objects and experiences, and by the consequences of his own actions."[50] The teaching assistants should demonstrate a happy, positive self image. They needed to be receptive to children, respect them as individuals and be prepared to look at individual strengths as well as weaknesses.

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[49] Allen L. Edwards and Bette C. Porter, "Attitude Measurement," The Affective Domain: A Resource Book for Media Specialists (Washington, D.C.: Communication Service Corporation, 1970), p. 115.

[50] Robert F. Mager, Developing Attitude Toward Learning, (Belmont, California: Fearon Publishers, 1968), p. 32.

There is a paucity of data regarding the relationship of expectancy and achievement. A child needs the positive expectations. A theorectical analysis by Stains showed the related concept, Self, "to be a learned structure, growing mainly from comments made by other people and from inferences drawn by children out of their experience in home, school and other social groups."[51]

The teaching assistants, other staff members and parents should be instructed in the very basic principles of behavior modification to stress and reinforce positive expectations and behaviors.

In her book on motivation theory, Madeline Hunter states, "...circumstances in the environment can be arranged so a child will be encouraged to do something that will result in his learning."[52]

The motivation variables that teachers can manipulate in the school to help bring about student change are described by Madeline Hunter as: tension or concern; feeling tone; interest; success; knowledge of results; relation of activity to reward. "Unsuccessful effort or tasks are too difficult depress motivation. Success and the right degree of difficulty increase motivation."[53] Specific behaviors reflecting attitudes about reading should be recorded at the beginning and end of the program in order to help the teaching assistant recognize negative behaviors, learn to deal with them and design strategies to change negative behaviors.

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[51] J. W. Staines, "The Self-Picture As a Factor in the Classroom" *The British Journal of Educational Psychology* 28 (1958): 97.

[52] Madeline Hunter, *Motivation Theory for Teachers. A Programmed Book.* (El Segundo, California, TIP Publications, 1967), p. 1.

[53] *Ibid.*, p. 37.

In his article Shore reviews the kinds of preservice experiences for reading specialists. The same factors could be considered but to a lesser degree of expertise for teaching assistants. The eight categories cover "(1) human relationship; (2) learning theory; (3) language; (4) tools of communication; (5) evaluation; (6) approaches to reading; (7) independent reading; and (8) children's interests in books."[54]

As reminded by Spache and Spache, "When paid aides are used to assist in instruction, it has become apparent that they needed a modicum of professional training in how to relate to children positively, how to teach a simple skill, and how to judge pupil progress."[55] These factors were considered in the formation of teaching assistants' job description as well as planning preservice and inservice activities.

Since a major thrust of the program was to use a systematic approach to instruction using a variety of materials to meet individual needs, the directors were reminded of psychologist Robert Gagne's caution,

> No single medium is likely to have properties that make it best for all purposes. As part of the preservice program teaching assistants needed to become familiar with the general characteristics of the various forms of media currently available in the school system and how media could be used in an instructional sequence.[56]

The literature cited a critical success factor for education programs as being the communication to parents of what is planned and how it is to be carried out for their children.

Although parents were not selected to be the main personnel to implement the program, they were considered an important resource. Most parents are anxious to have their child considered a successful student but many fail to see the relationship between the home environment and the child's achievement at school. Teachers sometimes blame the parents when students come to school lacking a feeling of security, self-confidence and basic language development skills often considered normal for preschool age children. As pointed out by Jenkings, "But simply blaming parents will not help the child. A fruitful course is to try to give the parents encouragement and emotional support and help them, if possible, to carry out their parental responsibilities."[57]

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[54] Jack Shore, "Preservice Experiences and Responsibilities," Reading Teacher 25 (February 1972): 398.

[55] Spache and Spache, op. cit., p. 584.

[56] Gagne, op. cit., p. 363.

As pointed out by Anderson, parents have responsibilities to:

- provide opportunities for rich and varied experiences so that children will have many concepts with which to make reading meaningful.
- show interest in what children can read.
- be enthusiastic and appreciative of their progress.
- provide good reading material in the home.[58]

P.T.A. meetings and report cards have traditionally been means of informing parents of programs and student progress. These methods of communication left much to be desired. Other means of reaching out to parents should be included such as school meetings, conferences, workshops and written communications as means of conveying the message to parents and encouraging their participation and evaluation.

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[57] Gladys Jenkins, Helping Children Reach Their Potential (Glenview, Illinois: Scott, Foresman and Company, 1961), p. 180.

[58] Verna Dieckman Anderson, Reading and Young Children (New York: The Macmillan Company, 1968), p. 331.

When meeting with parents, educational jargon should be avoided: Esoteric rhetoric is not meaningful to parents. They want to be told in a simple stright-forward way what is happening and specific ways they can help their child to grow emotionally and academically.

The review of the literature, discussion with professionals, visitation to a neighboring school district and reactions by parents provided the information fo the selection of the strategy to attack the problem of increasing the reading achievement of underachieving students. The identified students were assessed for entry level performance and expectancies set for their post achievement. A systematic approach for instruction was affected by determining skill needs by criterion referenced reading tests. Individualized instruction based on identified skill need was the paramount goal.

Additional instruction was provided by paraprofessionals trained in preservice and continued inservice sessions. Materials and methods were selected for appropriateness to the student need as well as due consideration for the affective development of the child. Parent involvement and participation was selected as an additional facet of the strategy to increase reading achievement of underachieving students.

The strategies selected to meet the needs of the identified problem, to increase reading achievement of underachieving students in grades one through six in selected schools were multi-facted. The identified students would receive additional reading instruction beyond the services provided by the classroom teachers. The systematic approach through a sequence of unmastered skills identified by criterion referenced tests would be taught by paraprofessionals with preservice and continuous training and using a variety of materials and instructional techniques.

The affective, as well as cognitive domain of learning would be incorporated in the instruction. The parents of identified students would be involved in the students' learning by meetings, conferences and written communication.

CHAPTER V

IMPLEMENTATION

The program to improve reading achievement of underachieving students was planned and implemented over a period of sixteen months. The planning stage began in the spring prior to implementation the following school term. The authors, seven school administrators, two reading teachers and two classroom teachers met to survey the status of reading achievement, discuss possible reasons for the discrepancies presented between achievement and potential, and strategies to solve the problem presented. The group decided to focus on the seven schools that showed the highest percentage of underachieving students and to have the authors develop a program to reduce the discrepancy.

Preparation

The authors reviewed the literature, visited two neighboring school districts with similar problems and consulted with State Department of Education personnel for ideas to remediate the problem of underachieving students.

Alternate strategies previously reported were studied and a program developed utilizing a three-pronged approach to the problem. The three components selected were individualized instruction based upon criterion referenced tests for specific reading skills, instruction given by additional paraprofessional personnel with intensive preservice and ongoing inservice programs to train them for the task, and soliciting and directing parent involvement to assist the child in reading improvement.

The proposed program was presented to the administrators, reading teachers and classroom teachers for their acceptance and/or modification.

The schools were encouraged to schedule the language arts block throughout the school day. For example, grade one would begin reading at nine o'clock, grade two at nine-thirty, grade three at ten o'clock, and so on through the day so that the additional instruction and support could be given with the children's language arts class rather than interrupt another class period. The technique would also avoid conflicts with other worthwhile and enjoyable classes such as art or music. The overall school planning and scheduling enabled the identified students to participate in the directed instruction with the classroom teacher and then during the time the classroom teacher worked directly with other reading groups, the individuals targeted for additional direct instruction worked with the paraprofessional, or teaching assistant. With planning begun preceeding the regular school session, the school scheduling was arranged in the recommended manner in some schools. Principals in some cases assigned the identified students to one classroom at each grade level to facilitate communication and planning between the classroom teachers and the teaching assistant. In some schools this was not a feasible plan because there were more students identified at one grade level and the administration did not choose to compose a classroom of a majority of underachieving students.

During the planning stage, norm referenced tests used for pre and posttesting and criterion referenced tests were selected and ordered. Qualifications and characteristics for the teaching assistants were identified and the Personnel Office began recruitment of the additional personnel. School administrators developed requests for additional instructional supplies such as paper, transparencies, ditto stencils, tag board and marking pens so that the teaching assistants had some supplies on hand to develop teaching materials.

Administrators and directors met and developed plans for staff orientation and process for student identification.

Student Identification

The seven local schools initially screened the students according to test data in cumulative records and with teacher recommendation. The students selected were those six to eight students at each grade level who had standardized test data showing the greatest disparity between ability and achievement. Those students recommended by teachers for whom there was insufficient data were tested by the reading specialist to ascertain ability and present achievement level. Instruments available and currently used in the school system were the Peabody Picture Vocabulary Test and the Slosson Intelligence test for determining the ability level.

Inferences regarding a child's learning potential can be made from a child's I.Q. score only when the child's performance is compared with children who have similar back-ground experiences to those in the norm group. For many underachieving students, important influencing factors needed to be considered when trying to predict their annual growth expectancy such as: (1) ability, grade placement and past performance; (2) adaptive behaviors including failure to follow directions, short attention span, talkativeness, resistance to authority figure; (3) physical problems; (4) instructional exposure including absenteeism and transient students; (5) socio-cultural problems including home background, ethnic, economic or family problems or traumatic experiences; (6) teacher observation and judgement to lower expectancy from the indicated ability and; (7) teacher observation and judgement to raise expectancy from the indicated ability.

The Metropolitan Reading Achievement Test was utilized to ascertain the present achievement level. It was given as a pretest to all students who had not been given the test in the selection process to determine the entry level of achievement. Test data were recorded on program data collection forms (see appendix 2).

In some instances teachers felt the Metropolitan pre-test scores were not representative of the students' daily performance, that the test scores were too high. Two very different reasons might account for this. Some students who are bored by classroom assignments and neglect to complete or turn in self-proofed work obtain poor grades on daily work that they are unmotivated to do but are very capable of completing. Other students might score very high on one of the sub sections of the Metropolitan (vocabulary, comprehension) raising the total score. In daily work the teacher might observe the student having a problem with one area and feel that the student could benefit from additional remedial instruction. In situations where the teacher persisted that the child needed help, he was included in the program.

Teachers were asked to prepare a brief written report for each student identified. The report was to include past performance in school both academic and behavioral; any specific problems noted in the classroom; information about home background and or health problems that might affect the child's academic, social or emotional growth. Any students with health problems such as epilepsy, kidney problems, or severe allergies that might need attention during a lesson were drawn to the attention of all instructional staff. The reports were then set aside and not reviewed until the teaching assistant had an opportunity to work with the children individually to form her own perceptions and rapport with each child.

The following are sample portions of reports for students included in the program:

Student, Robert R. has a history of academic and behavioral problems. He repeated the first grade and is presently repeating the third grade. Reading has seemed to be an area of particular difficulty for him. In spite of being two years older than his class-mates, he appears to be academically and socially appropriately placed.

Robert has been living with his mother since her divorce last summer. She reports they are very close and that in spite of her long working hours, she and Robert share many experiences together. On weekends they take trips to local parks, ball-games, movies etc., or go shopping together. Robert enjoys being read to but refuses to answer questions about the stories or to read sections aloud. He objects if any other child is around during story time. Mrs. R's current serious relationship with a recently widowed man with teen-agers seems to be causing some concerns. Robert recently demonstrated anger and resentment to the man by placing broken glass under the tires of the man's new pick-up truck. Robert's mother is expecting to be married in November but Robert says he'll run away before he'll move in to a house with teen-agers. At school Robert works well on a one to one basis but continuously seeks approval. When new reading skills are introduced he becomes very talkative and attempts to use conversation as a way to avoid becoming involved in independent assignments. Robert's written work shows poor letter formation, some reversals and weak general organizational skills. He has difficulty copying from the board or from another paper.

Eye surgery at age six successfully corrected a visual problem. No other health problems are noted in his records.

According to the school psychologist, Robert's two retentions have badly hurt his self-concept and have discouraged him from seeing himself as a capable person.

Robert has average ability with very little scatter among sub tests. Academic achievement has been retarded for some reason. Perhaps his early visual problems caused a developmental delay. Apparent insecurity in the home may be affecting his progress. Due to Robert's weakness in organizational writing skills he was referred for L.D. screening. Although he was not placed in L.D. the special education department has offered suggestions and materials for Robert.

Student L.J. has a history of difficult academic adjustment to school. He repeated a grade but his instructional levels are still far below his current grade placement. He freely discusses his retention and expresses that it will probably help him to be prepared for junior high next year. L.J. said his new step-father is a really neat dad who pays him for chores around the house and for good grades on tests. L.J. likes to talk about his new house, boat and camper etc., and proudly quotes the cost of each. It appears that he isn't bragging but trying to rely on family possessions to build his own sense of self-worth.

L.J.'s mother reports that he often forgets to complete simple chores around the house. In the classroom he needs frequent reminders to complete tasks assigned verbally. When asked to re-state oral directions he has difficulty. He appears to have very limited auditory memory for details.

Student, M.H. is a pleasant, alert first grader with an unusually short attention span. He scored a letter rating C on the Metropolitan Readiness Test at the end of kindergarten. His knowledge of letter names and sounds from day to day is so sporadic it is difficult to evaluate what he knows.

In the Wepman Discrimination test he showed some problems with the sounds d/g, u/th/f, s/sh, c/t, and f/s. Although he prints with his right hand, he throws a ball with his left hand.

M.H. has many allergies and has frequent asthma attacks. Even minor colds often cause extended absenteeisms from school. Although free lunch has been approved, M.H. unually brings his lunch to school as he doesn't like many foods.

Mrs. H. has stated that the only place the family goes is to church twice a week and the only reading materials they have in the house are religious books. She related that she has never permitted M.H. to have crayons because his older brother had scribbled all over the walls of her mother's trailer bedroom where they are living until her husband can find work.

It would help M.H. to be included in small group instruction on a daily basis.

Approximately forty-five students in grades one through six who were not already being served in any other compensatory program were identified in each of the seven local schools. The number of forty-five students was agreed upon as a reasonable number to deal with the grade span in each school. The teaching assistant divided her contract day into seven one-half hour time blocks which provided for small groups of six to seven students per instructional period.

Selection of Additional Personnel

Simultaneously with the program initiation in the local schools, seven teaching assistants were recruited and hired by the Personnel Department according to qualifications developed by the program directors (see appendix 3). Qualifications and characteristics desired for the teaching assistants were a minimum of a high school diploma and adequate communication skills. Beyond these minimum qualifications, personal characteristics considered highly desirable were positive attitudes toward children, sensitivity to feelings and attitudes of others, a spirit of cooperation and flexibility to adjust to a variety of situations. Fortunately, there were numerous applicants who demonstrated these characteristics and were anxious for the opportunity to work in the program. The Personnel Department and at least one of the directors interviewed each applicant. Following the initial screening interview, the acceptable applicants were interviewed and selected by the administrator of the school where they were assigned.

Six of the seven teaching assistants selected remained in that position for the duration of the program. Due to illness one of the teaching assistants resigned. Her replacement resigned for personal reasons. The three changes in personnel in one school created problems of lack of continuity in instruction for the students, adjustment of teachers for communication with different teaching assistants and separate preservice training for each new teaching assistant.

On the whole, the selection of the personnel proved to be excellent choices. Their commitment and dedication to the task was commendable. The teaching assistants displayed a genuine interest in the students and a concern to assist them to improve their reading skills as well as a sensitivity to the students' attitudes and feelings. Two of the teaching assistants returned to college and have completed requirements for teaching certification. One is employed in the school division as a full time classroom teacher, the other has left the area. Another is employed as a paraprofessional in the school where she worked as a teaching assistant and is assigned as an assistant to the reading specialist.

Training and Implementation

The training component of the program was viewed as a high priority element. The teaching assistants were persons who met the criteria stated in the job qualification description but who had no training or experience in school tasks.

After discussing the training program with a committee of teachers and administrators and reviewing related literature, the directors planned a five day preservice program and scheduled ongoing inservice to be conducted bimonthly in evening sessions. The contract agreed upon included hourly pay for the training sessions.

The Preservice Training

Day 1

Review of Job Description of Teaching Assistants

Review of Teaching Assistants' Contracts

Clarifying Contractual Addendum for Inservice

Description of the Reading Program for Underachieving Students

Reading Skill Overview--Defining Terms and Familiarization with Terminology

To initiate and encourage verbal interaction between the teaching assistants and to clarify their position, each teaching assistant was given a list of fourteen statements pertaining to her job role (see appendix 4). She read each statement once and marked agree or disagree beside each statement; then as a group they had to agree or disagree unanimously with each statement. When the group could not agree, they had to change the wording in the statement to promote unanimity within the group. Each of the fourteen statements had a phrase or at least one word that needed to be changed. This exercise facilitated an exchange of ideas and pointed out to participants that what appears to be even a simple factual statement can be interpreted in many ways. Communication can sometimes be hindered by taking for granted that others share the same idea(s) you have. To work together effectively as part of the school instructional team, it is often necessary to ask for clarification of a statement or to reword an assignment that can be acceptable to all concerned. It was very important that each teaching assistant be aware of her role as it related to the rest of the faculty, the parents and the students with whom she worked. The statements incorporated basic elements of professional ethics.

As the purpose of this program was to support and supplement, not supplant the present reading program it was important that the teaching assistants be aware of the scope and sequence of reading skills as recommended by Chesterfield County Schools. The reading cards and their use were carefully explained to the teaching assistants (see appendix 5). Although some of the terminology was unfamiliar, it helped to orientate the teaching assistants to the total reading program.

It was impossible to provide a complete course in the teaching of reading; however, a brief overview was presented of various methods and basal programs utilized within Chesterfield County. Teaching assistants were given handouts describing reading methods and a dictionary of common terminology used in the field of reading.

Day 2

Classroom Management

As the teaching assistants worked directly with the students, it was important that they be trained in basic management techniques and major issues in child growth and development that would effect their relationship and effectiveness in dealing with underachieving readers.

It was recognized that some students with reading problems also exhibit negative attitudes toward school, the teacher or the subject by objecting to participation, making negative remarks, or causing disruptions within the group.

Research indicated a correlation between self-esteem and academic progress and revealed that the pattern of reinforcement provided by teachers, parents and teaching assistants can produce or destroy self-esteem. Strategies were discussed to assess student attitudes, and positive interaction techniques were planned to improve attitudes of the identified students.

It was explained that when students exhibit inappropriate responses within a reading group, there is usually a reason and only seldom is the reason either lack of interest or lack of motivation. Most children want to do a good job. When they cannot, it is often because of an obstacle known or unknown to them.

Teaching assistants were reminded that they would always have someone to turn to to discuss a problem. They were given the following list of questions to ask about a child who did not respond to small group instruction:

Does the child know what is expected of him?
Does he know when to do it?
Are there conflicting or confusing demands on his time?
Does he have the prerequisite skills?
Does he see the importance of the task at hand?
Is he bored by the task?
Is there any physical or emotional problem that is interfering with the learning process?
Is the nonperformance rewarding in some way through peer pressure, etc.?

Teaching assistants were encouraged to offer the child a substitute or alternative behavior to any minor misconduct exhibited in class.

In reading, to shape new behaviors through reinforcement, the teaching assistant was trained in specific techniques of how to deal with correct and incorrect student responses. Rewards such as a smile, verbal or written praise were offered for each step that was part of the behavior to be strengthened. Initially Johnny or Sally was rewarded for coming to the group on time and behaving in an acceptable manner. Small specifically selected reading tasks were assigned and praise given for accurate completion. As students actually began to read more and participate in the total act of reading a passage and discussing its meaning, they were frequently given verbal praise which they earned by progressing sequentially through assignments.

The teaching assistants were provided with attractive little note pads on which to write positive notes to each student at regular intervals (see appendix 6). These notes would mention specific gains being made. Students were encouraged to read the notes and share them with their parents.

The teaching assistants made observations and recorded incidents of negative or positive behavior in the first two months of the program and at the end of the program (see appendix 7). By carefully planning appropriate activities to meet the needs of the individual, most undesired behavior diminished.

During observations conducted by the program directors and on-site administrators, it was noted that the teaching assistants utilized a positive approach when working with students, parents and other staff members. Students were treated with respect and, in turn each child began to treat himself and his peers with respect.

Day 3

Selection of Materials

Operation of Equipment

Storytelling

During a presentation utilizing a variety of media, the teaching assistants were introduced to an overview of a systematic approach to instruction. The importance of careful selection of resources and the characteristics of general categories of resources were discussed. The resources were as follows:

- printed materials such as reference books, ditto sheets, kits, manuals, TV guides, charts;
- graphic materials such as pictures, overhead transparencies, filmstrips, charts, bulletin board displays, learning centers, etc.;
- audio recordings such as language arts tapes, story cassettes, etc. or
- real things and their models such as displays, games, simulations, etc.

These resources may be ready-made purchased items or teacher-made to meet a specific need.

The main point of the presentation was that the selection of specific instructional materials should depend on the learner objectives and the interests or the student's style of learning.

As it is true of most of this nation's schools, Chesterfield County currently utilizes instructional materials in conjunction with audio-visual hardware that may not be familiar to new staff members. It was important for the teaching assistants to become competent in operating basic pieces of equipment to be used in daily lessons.

To provide a variety in workshop techniques and to demonstrate the effectiveness of individualized instruction, Mini-Unit Learning Modules (MULM's) were selected or developed to teach the operation of the following pieces of equipment: 16mm motion picture projector, a film strip projector, an opaque projector, a record player, duplicating machine, 8mm film loop projector, a tape or cassette recorder and an overhead projector (see appendix 8).

Each participant rotated through the centers containing the necessary equipment and MULM. Participants who might have had previous experience operating a particular machine completed the post-test evaluation and had the option of either acting to assist someone else or using the time to browse through a display of children's books.

At the 8 mm film loop center the participants not only were guided through the operation of the equipment but had the additional assignment of writing a four line poem about the particular film loop they had selected to preview. They later had an opportunity to share their poems with the group.

An additional center was set up containing a MULM for Storytelling (see appendix 9). At the close of the day, the instructor demonstrated storytelling and distributed a bibliography of stories or books that would be suited for storytelling.

The teaching assistants were given workshop evaluation sheets to complete and turn in anonymously (see appendix 10).

The effectiveness of the self-instructional MULM's suggested that an effort should be made to individualize other components for inservice workshops in the future. The numbers of individuals to be trained, the availability of space and equipment would be factors to consider.

Day 4

Testing and Record Keeping Procedures

The teaching assistants were given instructions and practice in administering the three levels of the Metropolitan Reading Achievement Test. The scoring and recording procedures were explained to prepare the teaching assistants in the student identification process.

Training in the administration of the Educational Progress Corporation criterion referenced test was conducted by the representative from the publisher and Title 1 personnel who had experience with the test. A later meeting was held to discuss test interpretation and utilization for individualized instructional planning.

Day 5

Handwriting

Question and Answer Period

On-Site Orientation

Handwriting Manuscript and Cursive

The teaching assistants were given copies of the handwriting styles taught in the county schools. A demonstration was given on proper letter formation, size and connection. A practice session involved writing on a blackboard, on the overhead projector and on the various sizes of paper used at different grade levels.

The teaching assistants were assured that help was only a phone call away. The project director shared her on-site visitation schedule with the teaching assistants and distributed tentative inservice meeting schedules and possible topics to be considered. Teaching assistants were requested to keep brief informal logs of daily activities until the next meeting and were asked to forward any suggestions for inservice topics to the language arts supervisor.

Each teaching assistant was given a list of the target schools, the names of the administrators and reading specialists and the school phone numbers. Prior to leaving for their respective school sites, the teaching assistants exchanged home phone numbers. This friendly gesture was the beginning of what was to become a very good, strong working relationship among the teaching assistants.

School Site Orientation

The teaching assistants went to their assigned school where the administrator and reading teacher gave a local orientation. Copies of the school handbook and student handbook were given to the teaching assistant. She was given a building tour and introduced to the classroom teachers with whom she would work. Schedules for general classroom observations and testing were reviewed by the reading teacher. The location of instructional materials and library procedures were discussed. In several of the schools, a coffee party was held in conjunction with a staff meeting to welcome the teaching assistant as part of the instructional team.

Operational

Teachers had contributed suggestions for the program strategies and general support for the teaching assistants was evident. As most teachers had not previously worked with teaching assistants, a brief orientation for teachers was conducted in each of the target schools. The general goals of the program and job responsibilities were reviewed. By extablishing common understandings and good lines of communication, the stage was set for a productive relationship in which children were the benefactors.

The teaching assistant served in the role of monitor, clerk and assistant to the reading specialist to administer, score and record the Metropolitan Reading Tests as entry level testing. Once final selection of students was completed, the criterion referenced tests were administered to all identified students in grades one through five or six where that level was included in the elementary school.

The directors had reviewed commercially prepared criterion referenced tests and selected the Individual Criterion Referenced Test program prepared by Educational Development Corporation. A continuum of 329 objectives beginning with objective 1, Given a set of pictures and their names, you will identify those that contain a. and ending with objective 329, Given an editorial, you will identify the purpose of the editorial (see appendix 11 for complete list). The teaching assistants had been given training to follow the teacher's manual which gives specific directions of how the test is to be administered. Obviously individual students were only given a series of the tests. Suggestions were given on page 5 to determine which set of mini-tests should be given according to the student's working level. A trial test was given and hand-scored using a template. Depending on the number of errors made on the trial test, a decision was made to test higher or lower. Each mini test booklet has sixteen items that cover eight objectives. Once the appropriate level was determined, five booklets were administered in all and forwarded to E.P.C. for computer marking.

The computer printout, which was returned within ten days, provided several different reports. The student summary sheet named the objectives the student mastered, needed to review and the objectives the student needed to learn. Student materials suggested by the individual school were correlated to each objective. Thus the printout correlations could be used for independent study or as a reference for the teacher aide in tutoring.

A second printout was the Instructional Grouping Report. The first page listed each testing objective and under each objective listed the names of the students needing instruction on that skill. The second part gave information concerning instructional materials that might be used for each objective. The publisher cautioned that teachers should verify that all students missing the objectives to be valid members of the same instructional group. The Building Summary Sheet printout was used to determine some general needs in the school's program and to further determine if that need was unique to certain instructional groups. A meeting was held in each school where the criterion referenced test results were reviewed, studied and discussed with each teaching assistant and classroom teacher who had students identified for the program (see appendix 12). During the meeting there was practice given for the classroom teacher and teaching assistant to write instructional plans so that the extra half-hour daily sessions with the students correlated, supplemented or extended the regular classroom instruction. For example, if the student indicated through the criterion referenced test a need to learn the sounds represented by m, n, and w, the classroom teacher communicated to the teaching assistant when she would be working with the student on the sound of m, n, and w and the teaching assistant's plan would be to work on the same objective at the same time. There was effort throughout the program to parallel the same objective at the same time with the classroom teacher and teaching assistant to give the student the opportunity to concentrate on a specific objective rather than create confusion and frustration by working on several objectives simultaneously. A planning sheet was utilized by the classroom teacher to communicate the instructional objectives (see appendix 13). The teaching assistant followed directions given by the teacher. There was no instance where the student's instructional plan was not directed by the classroom teacher. How the objective was to be taught was not always specified and the teaching assistant had much responsibility to develop techniques, select materials and at teacher direction to give interum tests to determine whether there was mastery of the objective. The Benchmark Test of Educational Progress Corporation was utilized for this purpose. Separate skill folders for each child were maintained by the teaching assistant to record when an objective was mastered. Upon indication of mastery, the teacher and teaching assistant formulated another instructional plan by selecting objectives, teaching, testing, reteaching if necessary until mastery was shown and the cycle was repeated with another objective (see appendix 11).

Schedules were arranged for the teaching assistants to go into the classroom to work with the students if all the identified students were within one classroom at a particular grade level, or if students were from several classrooms at a given grade level, they were taken to another location where the teaching assistant provided practice and review according to their prescribed needs. There were from six to ten students at a grade level, and individualized instruction was possible for them during the time they worked with the teaching assistant (see appendix 14). Plans were made for several of the students to work together if they had similar skill needs or to work separately if their skill needs were not similar. The activities were varied so that there was experience in listening, speaking, reading and writing. Game activities were utilized for group interaction and motivation.

The teaching assistants were given inservice training for working with students to enhance their self concept and ways to help students establish or maintain positive attitudes about themselves and toward school. The premise was held that the manner in which something is taught carries implications for the student's self esteem or self confidence. The following list was utilized for discussion of specific examples or behaviors of the teaching assistant.

1. The instructional setting should be attractive and inviting to the student to create an atmosphere of comfort and stimulate a feeling of care and concern.

2. The teaching assistant should be alert to levels of frustration. Emotional displays toward the instruction, peers or teaching assistant should be recognized and handled in a calm and positive manner. The teaching assistant may reject the act but never reject the child. Adjustment must be made in the instruction to enable the student to succeed and to reinforce the feeling of success with a task well done.

3. Relationship with other children should be guided and sometimes controlled so that each student can be regarded as a worthy individual and positively recognized for something he does well.

4. Realistic expectations should be set and clearly communicated so that each student knows what is to be done, how it is to be done and when it is to be completed. The student then has guidelines to develop self-dependence and self-evaluation.

5. Create and take advantage of opportunities to give honest praise and recognition of success.

During the inservice session the teaching assistants listed specific examples and role played some situations to demonstrate ways students could be aided to experience success, increase self esteem and motivated to other accomplishments.

In order to give the students an acceptable means of expressing thoughts or feelings, a note box was available where they could write their feelings, objections and thoughts, and put them, unsigned, in the box labeled "Here's To You" to the teaching assistant. For children unable to write, there were notes of smiles and frowns a student could select and put in the box to indicate his reaction to an activity or he could dictate his statement to another student or the teaching assistant and place in the box.

Inservice training continued bimonthly throughout the year on topics identified by the teaching assistant, administrators, classroom teachers and the program directors for effectively improving the program. See appendices 15, 16, 17, and 18 for samples of agenda. The sessions were evaluated to give indications of the satisfaction level of the inservice training or need for additional attention to the topic (see appendix 19).

The reading program was more than "skill me-drill me" daily sessions related to isolated reading skills. It was recognized that recreational reading provides students with the opportunity to apply basic skills. Although broad general interests of children of a given age tend to be somewhat similar, there is no guarantee that the individual will adhere to any set pattern in selection of reading materials. The personal interests and choice of the individual were considered in the activities planned for them.

During an inservice session, several different types of interest surveys were discussed. The teaching assistants selected or constructed an interest survey which they administered to students in grades 3-5. For a period of four weeks, students were involved two days a week reading for pleasure from a wide variety of books selected from the library on topics of individual interests as revealed in the interest inventories. The students completed projects about their book such as a mural, a shadow box, a brief skit or an oral book report. When students had read the same book, they were permitted to do joint projects. By sharing their book projects, students expanded the interests of their peers and could be assigned with compatible peers as shown by the inventories. The teaching assistants indicated that the inventories were valuable to them to learn to know and understand their students.

As teaching assistants developed activities or teaching strategies that they felt were successful, they shared them with one another in the inservice sessions. As new materials were prepared and/or purchased for use by the teacher or teaching assistant, the use of the material was demonstrated to the teaching assistants at the bimonthly meeting. The teaching assistants in turn shared the materials with other staff members. Materials were then processed and added to the inventory of each site prior to checking them out for use.

During the operational phase of the program the teaching assistants and teachers pointed out to the directors that some students may have been tested on a sequence of reading objectives that was too high for their observed performance although past performance and initial placement indicated that the selection was appropriate at the beginning of the program. The instructional sequence was modified to accommodate the noted regression or lack of prerequisite skills. In other cases the unmastered objectives identified for the learner were too simple and the instructional sequence was adjusted upward. The students' performance on the Benchmark tests given to test mastery following instruction on a single objective caused some concern. There were students who indicated by their participation and performance that they were able to give correct responses. However, in the testing for mastery performance unsatisfactory results were noted. It was concluded test performance is influenced by the testing conditions which should be as satisfactory as possible. Distractors of noise, adequate lighting, comfortable temperature and other physical factors should be noted and controlled, if possible. Students' reactions to testing were also noted. Negative, or unconcerned attitudes were known influences and efforts were made to encourage and motivate the students to demonstrate their best efforts.

Before the end of program, testing meetings were held with the teaching assistants and teachers of the students in the program to review testing procedures. The discussion involved a review of the predicted exit scores set at the beginning of the program. Teachers and teaching assistants expressed concern that some expectancies might not be met. Influencing factors affecting students' school behaviors had changed during the year and some influences that were not known or recognized at the beginning of the year became evident. The Stearns Reading Expectancy Chart had been utilized as a guide for grade equivalent gains to be expected according to ability and grade in school and adjusted for known factors or influences. There was lack of experience to know how many points to lower the expectancy when there were known factors which inhibited the students' performance. Teachers felt less comfortable about the predictions that had been raised because they questioned the accuracy of the ability tests.

The comparable questions and concerns were discussed about the criterion referenced objectives test. Teachers pointed out that some students perform well on tests of isolated skills and yet they did not see the overall improvement in students' reading. Conversely, they noted that some other students in classroom performance showed improvement in their overall reading performance and yet they did not show mastery of the isolated skills. It was suggested that those students may use context clues as a skill for decoding and/or comprehension and longer passages to read provided more possibilities for the use of context clues. The short, precise, objective tests could possibly be more difficult for these students.

The directors gave reassurances to the teachers and teaching assistants that the posttests would give some indicators of the success of the program for the students who had been identified as underachieving students in reading and that the lack of experience in setting expectancies may show that some were too high or too low. The commendable fact was that staff members showed a greater understanding of their students and had instructed them as individuals.

Monitoring

One of the program directors was responsible for record keeping. Names of identified students, pre-test scores and names of classroom teachers were kept on file.

Each program site was visited once a week by one of the directors of the program. The first purpose was to provide support and assistance for the teaching assistant, the reading specialist and the classroom teachers when necessary. The second purpose was to identify needs for further inservice. The third purpose was to identify or review requests for additional instructional materials to be made or purchased.

Instructional observations were made by the directors and school administrators to determine the following:

Was the goal or purpose of the lesson evident to the student?

Was the lesson planned and systematic, yet flexible according to the dynamics of the situation?

Was the general atmosphere pleasant, attractive and optimistic?

Was there good rapport between the student and teacher?

Was there evidence of evaluation?

Throughout the program on the weekly visits to the program sites the teaching assistants shared their lesson plans for the small groups or individuals they instructed. The close cooperation and constant communication with the students' classroom teachers was obvious in the coordinated planning. The instructional time with the teaching assistant was an extension of the classroom lesson presented in another learning mode or another technique utilized. Teaching assistants were offered recommendations for activities or materials if they had exhausted their sources and students had not mastered an objective. Occasionally it was recommended that the student be moved on to another objective and to return to the particularly troublesome one later, if the student and the teaching assistant were exhausted and frustrated and the skill was not an essential prerequisite to the next selection.

Noted in the operational stage of the implementation there were concerns expressed by the teachers and teaching assistants about exit expectancies for some of the students. Students who were working on higher level objectives within the sequence of forty objectives required longer to accomplish them while students working on simpler objectives such as single sound decoding might be expected to achieve more skills.

The statement of fact was recognized by the directors and reassurance was given that it was understood. It was reinforced that the establishment of expectancies for a number of objectives was a procedure that required both knowing the skills to be taught and knowing the student and how he learns.

There were numerous cases of children learning at a more rapid pace than predicted, those whose progress was slower than expected, as well as those whose expectancies were about accurate.

The following selected cases of students in the program noted from conferences and anecdotal records kept by the teaching assistant illustrated the fact that they were studied and treated as individuals. The demonstrated understanding of the students and the efforts made for their reading improvement underscores the effort of the program.

Student Nicki A., was placed in first grade at the insistence of her mother and step-father. Due to their frequent moves the previous year while Mr. A. worked different construction jobs, Nicki had not attended kindergarten. Although Mr. A. speaks English, Mrs. A. is still struggling to learn the language. Nicki avoided speaking to adults and appeared to communicate with her peers by smiling or acting shy. Her step-father says she talks to him. She was a gentle, sharing child who at first seemed overwhelmed by all the games, activities and books at the various learning centers. During a recent trip to take Nicki home when she missed the school bus, it was noted that their sparsly furnished one bedroom apartment was neat and tidy. Mrs. A. was very appreciative of the fact Nicki had been driven home. She agreed to encourage Nicki to take home school library books for Mr. A. to read to her. Nicki could write her numbers to 100 and could do simple addition and subtraction facts to ten.

Although she scored an average rating on the Peabody Picture Vocabulary Test which would indicate a knowledge of vocabulary, she needed further language development to establish correct linguistic patterns.

It was felt that she would benefit from a remedial reading supplementary program since she did not recognize the names or sounds for all the letters of the alphabet.

Nicki A., identified as student 51 was one of the few first graders in the program to be tested on the beginning level 1 objectives forty-two through eight-one. She passed nine objectives in the pretest. Her individual goal was set at only ten objectives after a review of those specific skills. The teacher and teaching assistant decided that part of Nicki's prescription would involve developing linguistic speech patterns and having Nicki express comprehension of stories verbally. The particular sequence of objectives between forty-two and eighty-one inclcued long and short vowel recognition. Although these skills were covered, mastery was difficult without auditory discrimination. Skills in general were developed and she started to speak more fluent English. The speech teacher agreed to work with Nicki twice a week for thirty minute sessions. During small group sessions the teaching assistant planned and involved Nicki in socialization activities. She frequently sent Nicki with a "buddy" to obtain media meterails from the library or to deliver materials to another student.

By the end of November she went alone to the library or the office and asked for such items as the weekly newspaper, specific filmstrips and records. Nicki eventually volunteered, without apparent anxiety, to run errands involving real communication with others.

Nicki responded very well to group instruction. She eagerly participated in games such as when the children were given a box containing a number of toy objects such as a plant, pencil, plate, chalk, pig, paper, doll, etc. and asked to select and name items beginning with the same sound as Peter. By the end of the program she identified all initial consonants and most final consonants sounds. Finer discrimination tasks such as distinguishing V from F or M from N presented difficulty. She identified long vowels in words and read short stories with three letter words involving short vowels in the medial position. She mastered thirty-one of the forty objectives. She still needed to review or learn to identify short vowels in words given to her orally.

Mike H., student 47 cited in the student identification section of the report was given materials to use and received instruction for auditory discrimination. The learning disabilities teacher gave recommendations which the teaching assistant utilized in lesson plans for Mike. The plans included first the recognition and the discrimination of sounds in the classroom and identifying from recordings the classmates' or teacher's voices. Mike proceeded to sorting pictures representing words for initial, final and medial consonant sounds.

Progress for student 47 was extremely slow. His frequent absences necessitated much review and regression was very discouraging. His mother rejected offers to send books home to be read to Mike. The background deprivation of experiences was obvious in the student's inability to join in discussions and conversations of family or community activities. Mike was inhibited in his relationship with peers and socializing experiences with classroom games or time on the playground. He avoided new experiences or classwork he did not want to attempt by claiming frequently to have headaches or stomach aches.

Mike was given the ICRT, objective test forty-two through eighty-one. On pretest he showed mastery of twelve objectives. An expectancy for five additional objectives on the exit score was a low expectation. Mike's past performance, known family background and absenteeism from school influenced a low expectancy. His pattern of development and unchanged background influences had contributed to his slow progress in reading. His performance on the posttest where he mastered only seventeen of the objectives along with the teacher's observation and judgment of his classroom performance indicated that Mike's recommended placement next year would continue to be in the first grade.

Ted V., a second grade student 32, was a very quiet, frail, sensitive boy who became very easily frustrated and cried if he didn't complete his work on time. He was new to the school and didn't appear to have many friends. His mother appeared very supportive and said they moved to the country so both Ted and his older brother could have better schooling than in their previous district where Ted's father was a high-school P.E. teacher and coach.

A MacMillan reading placement test revealed that Ted had very poor comprehension skills. He recognized many of the first grade MacMillan words that are also on the Dolch list but could not decode the other words. He was extremely nervous reading even the preprimer sample selections. After some deliberation, it was decided to try him in a slow paced 1^2 reader. His mother agreed to work through the primer with him to try and develop some fluency.

It appeared that Ted needed additional help if he was to be successful in the 1^2 reader.

As the program progressed, Ted continued to be a serious, easily frustrated student. He didn't appear to enjoy learning activity games and frequently asked if he could have worksheets to complete and take home. When he worked on them independently, he cried if the other students made noise that distracted him. He enjoyed listening to stories on records when he wore a head-set and followed along in the book.

When Ted was given written assignments involving decoding or comprehension skills, a quiet place to work and no time restrictions, he completed the tasks successfully.

Ted was given I.C.R.T. series 98-137. He initially mastered ten skills. He worked on the other thirty skills and demonstrated mastery of all thirty skills on the Benchmark tests given throughout the year during informal sessions. At the end of year during the testing seesions he was very nervous the first day, was absent for two days and was very upset to return to class and find he still had to take the test. He complained of being sick. On the posttest he mastered only thirteen of the forty objectives. He failed to master seven of the objectives he had passed on the pretest. While it appeared that Ted's achievement was from ten to thirteen, only three skills gained, the teaching assistant, his classroom teacher and his parents all agreed that in fact, Ted had become a better reader in spite of the I.C.R.T. test results.

When the Metropolitan Reading Achievement test was administered, Ted worked slowly and deliberately. He did not complete either sections in the time alloted but gave correct responses to those items he finished. His posttest score was 2.6 compared to his entry 1.9 grade equivalent score. It was recommended that Ted continue to participate in a supplementary program next year to help him build more self confidence.

Student 99, a fourth grade female had an ability score of 110 and was selected for the program because the pretest on the Metropolitan

Achievement Test was a grade equivalent of 3.9. A standard expectancy, according to the Stearns Chart of Reading Expectancy was 4.9. Jane's classroom performance, according to previous records, was not commensurate with the Metropolitan measurement. Her teacher questioned the validity of the ability score and the teaching assistant noted behaviors that could have suppressed achievement. Jane resisted direction and had difficulty keeping on task. In past conference with her parents, as noted in her cumulative record, expectations and guidance for completion of assignments was excused by the parents as being too ambitious. Jane is the youngest of four siblings and appears to be permitted to set her own expectations and allowed to make choices that may be unwise. She excuses her lack of preparation of homewoork because she watched T.V. or she accompanied her family to visit friends or to attend functions with her sister or brothers. He absenteeism from school is frequently explained in notes stating she was tired, or was up too late the night before and needed sleep. Neither the parents nor Jane appear to value schooling of importance at her age. With this information, the expectations for Jane were reduced from normal or average expectations. The predicted exit grade equivalent was set at 4.2 and within the set of criterion objectives she was expected to master eight additional objectives.

The posttest results showed that she achieved a grade equivalent of 4.3 and she mastered fiteen more objectives. In both cases she exceeded the expectancies set for her. The teaching assistant noted that the objectives test was an untimed test and that Jane worked and then left the task and had to be brought back to complete the work. With this guidance and assistance it was understandable that her performance might be better than a timed test where leaving the task handicapped the student by not having the time to demonstrate as much as she was capable of performning. During the year Jane did give indication of growth in handling responsibilities. He absenteeism decreased and assignments were completed more frequently. She read by choice on occasion and chose readalong stories and recordings instead of game activities when given the opportunity for free-time activities. The teaching assistant had withheld free-time activities for Jane until class assignments were completed. Although she showed resentment at first toward the technique she came to accept the requirement and showed growth in her ability to manage her time.

Student Robert R. mentioned earlier and identified as student number 14 in the third grade was tested on objectives 194 through 233. In the sequence of forty objectives, he mastered fifteen objectives on the pretest. Of the remaining twenty-five objectives, decisions had to be made about which of the objectives to prescribe and in what priority. It was decided that many of the decoding skills were covered in the basal program and the remedial effort would be to simultaneously review or apply the decoding skills within context of materials being read in the supplementary program. As Robert had most difficulty with comprehension, either oral or written, the teaching assistant under the direction of the teacher focused initially on listening comprehension skills. Robert was prsented with a choice of several Troll Read-Along books and tapes. Once he made a selection, the teaching assistant consulted the teacher's guide and asked Robert to listen to the tapes to answer specific re-call, factual type questions about the story. Robert was permitted to listen to the story as many times as he wished in order to find the answers. When he was ready, he requested a private conference to discuss the story with the teaching assistant. As the technique was repeated, more questions were added to the assignment until he could listen to the tape and successfully answer at least four simple questions. The next step included orally answering higher level questions about stories he heard on the cassette. Robert seemed to enjoy the individual conferences and was anxious to listen carefully to the tapes in order to relate the stories and meanings accurately.

After several weeks the teaching assistant set out three books of stories carefully chosen for their interest to Robert and of low readability. The cassette player was conveniently unavailable that day and in order for Robert to earn his private conference time he was told he should read the story independently to find the answer to three relatively easy questions. He was initially disappointed not to have access to the cassette player and reluctantly agreed to read the story. He chose a quiet isolated place and proceeded to read the story aloud to himself. After about ten minutes he asked the teaching assistant to repeat the three quesions. He responded "oh darn" and returned to his isolated corner. A few minutes later he excitedly returned, book in hand, and answered all three questions correctly. The teaching assistant praised Robert and wrote a "happy note" for him to take home. When asked if he wanted to take the story home to read it to his mother, he responded negatively. It was several weeks before the transition could be made from answering orally to reading independently and answering even factual type questions in the written form. It was also a difficult transition from reading self-selected materials to reading class assignments.

There were many sessions when Robert didn't want to participate with the group even for game type activities. Initially the teaching assistant had to include Robert by asking him to keep score for the others. Eventually he was drawn into the group.

As the year progressed, Robert gained enough self confidence to participate in group game activities and then group instruction. By the end of the program he mastered the following skills:

* mastered on pre and posttests.

194 Find the main idea not stated in a passage
195 Choose the best ending for a story
196 Choose events that happened before the beginning of a story
198 Find the cause of an event in a story
200 Answer questions about details of fact in a passage
201 Answer questions about facts in a time passage
*202 Find silent consonants in words
*203 Find a short vowel word to finish a sentence.
*204 Find words with long a or long e sound
*205 Find the vowel pattern au, aw, ou or ow to complete a word
*206 Find the vowel pattern oi, oo, or oy to complete a word
*207 Choose the irregular vowel pattern ie or ei to complete a word
*208 Choose the irregular vowel pattern ea to complete a word
*211 Choose the action word form to go with "he" or "she" in a sentence
214 Match a two-syllable word with its meaning
216 Show the two syllables in a word ending in (-le)
217 Find the meaning of a word from its use in a sentence
218 Match a word to its definition
220 Find a key word for selecting details in a story
222 Answer questions about an unfamiliar selection
226 Answer questions about time relationships in a story

228 Find the main idea of a passage

231 Find the cause or effect of an event in a story

232 Group people or processes by similar features

This was a remarkable accomplishment for a student whose past performance was so limited. His significant gain in objectives mastered and recorded on the data collection sheet was obscured by the manner in which the pre and post scores were recorded. On the sequence of forty skills, different forms were used for the same skills tested pre and post. Robert mastered the skills with an asterisk on both pre and posttests. On the post test he did not pass seven decoding skills he had shown mastery of on the pretest but had not reviewed prior to the test. In fact he gained sixteen new skills, lost seven skills for an over-all gain of nine skills.

The seven skills he did not retain as assessed by the criterion referenced test, were the following:

209 Match a verb to its (-ing) form

210 Choose the (-ed) form of an action word to finish a sentence

212 Find the past form of an action word ending in consonant +c-y

213 Find the number of syllables in a word

215 Show the two syllables in a word with one middle consonant

219 Find a word of several meanings that completes two sentences

225 Arrange events from a story in order.

Robert's general attitude about reading showed definite improvement. He expressed a desire to attend the reading sessions and demonstrated enthusiasm by participating in class acitivities. Although he still refused to read aloud to his mother at home, he offered to read and share books with his peers in the regular class.

John R., a sixth grade student identified as number 225, was absent from school the first ten days so he took the Metropolitan Reading

Achievement test individually during English class. He resented taking the test but appeared to apply himself during the vocabulary section and did very well. During the comprehension section he stated he had to leave to go to the bathroom for an emergency. Unfortunately, the timing on the comprehension section was not followed exactly. He turned in the test when he completed it. The comprehension section was weak but the testing conditions and John's attitude might have been contributing factors. The total reading score of 5.5 is higher than expected considering John's instructional level is a 4^2 reader.

John had very poor work habits, his assignments were rarely completed. They were messy and inaccurate. When called upon to answer orally he just slouched down and smirked. He had to be reprimanded frequently for laughing aloud at mistakes that other students made or for distracting others during independent work time. He was frequently out of his seat and always managed to find excuses. His problems with personal hygiene and poor peer relations caused difficulties when assigned to group projects such as preparing a play to perform for the class.

Attempts to contact Mrs. R. about John's behavior, lack of school supplies and unexcused absences had been unsuccessful.

It was difficult to assess what John knew or did not know but it appeared that he would benefit from additional services.

John R. continued to demonstrate a poor attitude about reading and school in general. On several occasions in the fall he skipped the reading class. As John was frequently absent, it was difficult to tell if he should be expected in class.

On the I.C.R.T. pretest of objectives 186-225, John only mastered eleven skills. He was one of the weakest students in his group of six and needed different skills. Instruction wise it would have been easier to work with John with a fith grade group but he would not have readily accepted that. Materials prepared for fifth grade students studying the same skills were frequently used with John but he rejected most of the skill type games. A special center was set up for John where he viewed the Mason Sports and Biography Filmstrips and listened to the cassetts. He appeared to enjoy these and was anxious to participate. He was reluctant about completing the comprehension worksheets but when he realized he had to work if he wanted to continue in the program he did so with success. Working on a one-to-one with John he began to read some of the stories. He had multiple substitutions in his oral reading even on materials with a third grade readiability. Rather than interrupt him frequently, the teaching assistant wrote down his errors and discussed them at the end of a section. If John couldn't decode a word it was given to him after a five second pause and that word discussed later. This appeared to be the only method that didn't frustrate John.

Sports articles from the newspaper were used for several weeks. John's assignment was to select an article, read it and underline the main who, what, when and where statements. He was then given opportunities to discuss the article with the teaching assistant. John selected his favorite baseball team, reviewed the morning paper daily and clipped out pictures and articles about the players or scores. John then participated in vocabulary games or comprehension questions relating to the stories. He kept a scrap book on the topic and offered to share it with his classmates at the end of the year.

Although John's attitude improved in the remedial reading class, he was still a disruptive student in the regular class. Due to lack of academic skills in reading and in mathematics, John will be retained this year in the sixth grade. He has been referred to the special education placement screening committee who will conduct a full evaluation to determine if John would qualify next year for L.D. services. The school visiting teacher, a social worker, will encourage Mrs. R. to attend parenting meetings for single parents.

John's post achievement tests, both the Metropolitan and the I.C.R.T., were disappointing considering the improvements shown since February. Three possible explanations could be he actually had no gain, pretest was invalid due to poor testing conditions, or his attitude about tests prevented him from being successful in a testing environment.

Student, Lyle J., in the sixth grade, cited earlier, and identified as student 176, continued his pattern of not responding to a sequence of oral directions. It was found that he had difficulty repeating a four digit number in reverse order or completing a full sentence such as "The teacher requested the boys and girls to bring cake, cookies and cokes to school for the Christmas party." It was understandable that Lyle neglected to follow oral directions when it was realized that he had a problem with auditory memory. Both the classroom teacher and the teaching assistant agreed to write Lyle's assignments on the board or a piece of paper. His mother started to do the same thing at home by writing out his chores rather than listing them verbally. Lyle was then encouraged to carry a little pocket notebook from class to class to write down assignments. When peers gave him their phone number or the time for a meeting or party, he wrote it down rather than expecting to remember it and being frustrated by forgetting it. By this simple strategy, Lyle improved his peer relationship, managed to complete more assignments in class and at home. He began to view himself as an individual with a minor problem that he could cope with. As he was given more praise and less punishment, he began to feel better about himself and his academic progress in general.

Lyle's initial goal had been nine objectives. He worked on those and the Benchmark interim tests demonstrated mastery by February. His criterion referenced test results were reviewed and eight more objectives identified and worked on. He mastered a total of fifteen new objectives. His Metropolitan Reading Achievement scores improved from a 4.9 to 6.0 grade equivalent.

The teaching assistants worked with the directors to develop the teaching assistant and program evaluation forms which turned out to be similar to the ones initially planned by the directors.

The staff at each school who participated in the program completed the evaluation forms. Posttests were administered utilizing an alternate form of the Metropolitan Reading Achievement Test to determine the grade equivalent score following the intervention strategies. The E.P.C. criterion referenced tests were administered to determine the specific skill gains in the duration of the program. Post attitude evaluations were completed.

End of the year notes were sent to students and their parents indicating the progress made by their child, thanking parents for their efforts to aid their child's learning and encouraging their continued interest and support for their child's academic growth.

Parent Participation

Parent participation was the third component of selected strategy. A meeting at the local school was arranged for parents of the children involved in the program. The administrator sent personal letters and/or made telephone calls to encourage parent attendance. The tone of the meeting was informal. What was being done for their children was explained. Questions were entertained and dialogue in total or small groups was held. The school administrator, reading teacher, teaching assistant and a program director were present at each local school meeting.

A filmstrip, How Parents Can Help, by the National Education Association, was shown and discussed. The parents were assured that communications would be continuing throughout the year. An open door policy for parent visitation was in effect and telephone numbers of the school administrator and program directors were distributed. This was done in order to encourage comments or questions about their child's participation and progress.

In November a parent/child contract was sent to each parent (see appendix 20). Those who returned contracts were sent a home activity or game for the parent and child to enjoy together. Parents received a monthly newsletter which contained information about the progress of the program, simple home activities to encourage the child's improvement in reading, bibliographies of suitable reading material for various age levels and suggestions of ways parents could help their child (see appendix 21).

Parent participation was solicited and encouraged in order to establish a team approach to supporting the student in this learning effort. The previous experience of the directors in this community had demonstrated that it was a mistake to expect a highly literate home environment for many students with reading problems. Therefore, the nature of parent involvement in this program was different in that parents were not directly involved with tutoring their child at school or at home. The parents were provided with opportunities to attend meetings to find ways they could better provide emotional and psychological support for their child. Suggestions were made for activities and homemade games that could be enjoyable learning experiences for the parents and students together.

As fully described in the evaluation chapter, the overall effectiveness of the program suggested that efforts should be made to continue the positive aspects of individualizing instruction, utilizing trained teaching assistants and communicating with parents. The cooperative efforts of students, staff and parents contributed to students showing significant gains in reading competency.

The following timeline of activities summarizes the sequence of events of the planning and implementation of this program to increase the reading achievement of underachieving students. The budget indicates the monetary resources utilized for the additional services to the three hundred and fifteen students who entered the program.

Fig. 1. Time Line

December - February	- Identification of Problem
	- Review of the Literature
	- Visitations to Other School Systems with Similar Problems
	- Selection of Possible Strategies
March	- Communication with Superintendent
	- Tentative Approval
	- Approximate Budget Figure Set
	- Communication with Local School Administrators, Reading Teachers, Selected Classroom Teachers
	- Program Strategies Defined
April	- Superintendent's Approval
	- Budget Figure Set
May - July	- Examination of Tests and Instructional Materials for Future Selection
	- Job Descriptions Written
August	- Test Ordered
	- Job Vacancies Advertised for Teaching Assistants
	- Preservice Training Planned
	- Tentative Inservice Schedule and Programs Planned
September	- Communication with Local Schools for Student Identification
	- Testing for Student Selection
	- Additional Personnel Interviewed and Hired
October	- Preservice Training for Teaching Assistants
	- Communications with Parents of Selected Students
	- Local School Meetings with Parents of Selected Students
	- Additional Instruction Scheduled in Local School
	- Classroom Teacher and Teaching Assistants Planned for Individual Instructional Needs (Continuous, at Least Weekly Throughout the Program)
October - May	- Local School Administrators or Designee and Language Arts Supervisor Visited, Observed, Assisted with Planning, Resolved Difficulties (Continous, at Least Weekly Throughout the Program)
	- Bimonthly Inservice with the Teaching Assistants
	- Selection and Purchase of Instructional Material to Meet Specific Needs
	- Recommendations for Specific Teaching Techniques and Class Management as Needed

May	- Post Evaluation with Standardized Tests Criterion Referenced Tests - Culminating Meeting with Teaching Assistants Including a Social Event
June - August	- Collected Data - Developed Evaluation Report
September	- Program Details and Evaluation Report Submitted to Superintendent and School Board - Met with Local School Administrators to Disseminate Information About the Completed Program and Discuss Continuation of Successful Practices
October	- Language Arts Supervisor Invited to Speak at State Department of Education Meeting (Williamsburg, Virginia) to Explain Program of Reading Improvement Carried Out in Chesterfield County

Fig. 2. Budget

Personnel	
7 Teaching Assistants	$14,816.10
Benefits	
FICA	2,718.11
Inservice	
Material	283.67
Testing and Evaluation	3,864.51
Instructional Materials	12,574.00
Postage	77.48
Printing	221.48
Total	$34,555.35

CHAPTER VI

EVALUATION

A program to increase reading achievement of underachievers in Chesterfield County Public Schools has completed one year of operation in seven of the division's schools which had exhibited the highest percentage of reading underachievers for the 1975-76 school year. The program goal was aimed at meeting the needs of the students who were not achieving, in reading, up to expectations and potential as determined by tests and observations.

One of the selected strategies to accomplish the program goal was to identify the specific instructional needs of the students and to provide systematic individualized needs of the students and to provide systematic individualized instruction. Instructional needs were identified by means of a criterion referenced test, individual reading inventories and teacher observation. Instructional methods varied from individual to individual and included use of audio and audio-visual materials, silent and oral reading, manipulative materials, teacher-made games and activities, and student selected activities from kits and programmed material. Reading instruction was based on a systems approach for individualized instruction resulting from the diagnostic prescriptive technique. Parallel with the diagnostic prescriptive technique was the effective use of materials for specific purposes and the recognition of the effective domain as another avenue to obtain the cognitive objectives. Individual notes of deserved praise were written at least once each two weeks to each student (see appendix 6).

The program employed and trained a teaching assistant in each of the seven target schools to give additional instruction to students who demonstrate need assistance. This additional service supplemented and extended the classroom teacher's instruction. The selected strategy to employ paraprofessionals was recognized as necessitating rigorous pre-service and inservice training. This was accomplished with weekly on-site visits by one of the directors and regularly scheduled bimonthly inservice meetings led by the directors or selected resource personnel. Records of inservice agenda, attendance and evaluation by the participants were kept on file (see appendix 22).

Involvement of parents was the third facet of the selected strategies. Parents were invited to meetings in each of the seven schools for explanation of the program efforts for their children, to answer questions and to give suggestions of ways they could support their children in their school program. Letters, notes and newsletters were sent to parents to establish communication and reassure them of the efforts made for their children.

There are two major decision questions that must be answered in an evaluation of the instruction product (i.e. service) provided by the program. These questions are as follows:

1. Has the increase in instructional services and coordination with existing classroom instruction improved the reading program to the extent that underachieving readers reached predicted exit scores?
2. Has the assessment of specific skill needs and provision of instruction for those needs enabled students who are underachieving in reading to demonstrate mastery of at least the predicted specific skills which were not mastered prior to the intervention of the program?

Affirmative responses to each of these questions would provide ample evidence of this program's effectiveness. The following objectives provide a means for measurement. The predicted exit scores were compared to the post achievement scores to determine the degree to which the program met its goal.

For data collection purposes, students identified for the program were assigned a number to protect their privacy (column 1). The grade recorded was their grade placement and not necessarily their instructional level (column 3). The ability reported was from previously available scores obtained from group tests such as the Otis Lennon Deviation Intelligence Quotient. No group test scores were available for first graders or several transfer students so the Peabody Picture Vocabulary test or the Slosson test was administered and the data recorded for each child (column 3). Different forms of the appropriate level of the Metropolitan Reading Achievement test were administered for entry (column 4) and exit achievement levels and the grade equivalent scores reported (column 6).

The Primary I level of the Metropolitan Reading Achievement test does not provide norm data for administering the test to beginning first graders so they were excluded from the analysis of terminal objective number one. The diagnosis of students was recorded after a review of the anecdotal notes made by teachers recommending students for the program (column 5). The variables affecting student achievement, as listed in the diagnosis column, were used to predict exit scores listed in column six.

Of the 335 students initially identified, forty-eight moved away from the target schools and four discontinued the program when they were formally identified to receive special education services. Forty-nine students were first graders.

Performance Objective 1

Following seven months instructional intervention, two hundred and thirty-four underachieving students in grades two through six will reach or exceed the individual reading goals listed in column 6 ("Predicted Exit Scores") in table 19, as assessed by the appropriate level of the Metropolitan Reading Achievement Test. Criterion: eighty-five percent of the students treated will achieve the exit scores predicted for them. Factors listed in Column 5.

1. Ability, grade placement and past performance
2. Adaptive behaviors including failure to follow directions, short attention span, talkativeness, resistance to authority figure
3. Physical problems
4. Instructional exposure including absenteeism and transient students
5. Socio-cultural problems including home background, ethnic, economic as family problems or traumatic experiences
6. Teacher observation and judgement to lower expectancy from the indicated ability
7. Teacher observation and judgement to raise expectancy from the indicated ability

TABLE 19

Performance Objective 1--Evaluation Data

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
4	2	113	1.2	1	2.0	2.0
7	2	126	1.9	1	3.0	3.1
15	2	129	2.3	1,2,6	3.0	3.1
18	2	130	2.0	3,6	2.6	2.7
30	2	116	2.2	2,5	2.8	2.9
32	2	113	1.9	4,2	2.5	2.6
35	2	112	1.9	1	2.9	3.2
36	2	104	1.6	1,2	2.5	2.5
37	2	110	1.3	1,7	2.4	2.6
45	2	96	1.1	7	2.9	3.7
67	2	105	1.0	1	2.0	2.4
69	2	120	2.0	1,7	3.2	3.7
75	2	162	1.5	2,5	2.3	2.4
84	2	116	1.8	4,5	2.7	2.9
103	2	100	1.0	1,4,5	2.0	2.4
106	2	106	1.2	2,4	2.0	2.4
107	2	110	1.7	1	2.7	2.7
108	2	109	1.5	2,4,5	2.0	2.0
115	2	103	1.2	2,5	2.0	2.2
117	2	112	1.7	1,5	2.3	2.4

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
122	2	123	1.9	1	3.2	3.7
126	2	102	1.4	7	2.5	4.5
132	2	114	2.4	1	3.4	4.4
139	2	105	1.7	1,2	2.6	2.6
143	2	104	1.7	1	2.7	3.1
154	2	117	1.7	1,7	2.9	3.7
155	2	120	1.9	5,6	2.7	2.7
157	2	111	2.1	2,6	2.7	2.7
158	2	117	1.5	1,7	2.9	2.9
165	2	102	1.5	2,5	2.2	2.4
170	2	95	1.1	7	2.5	3.3
171	2	118	1.8	2,6	2.3	2.4
172	2	113	1.6	1,5	2.6	1.5
181	2	120	1.9	1,4	3.0	3.2
182	2	110	2.1	1,7	3.1	3.4
186	2	108	1.9	1,7	2.9	3.0
190	2	124	2.2	2,3,4	2.8	2.9
192	2	113	2.2	1	3.0	3.1
193	2	118	1.8	1,7	2.9	3.7
195	2	100	1.3	7	2.5	2.9
196	2	114	1.8	1,5	2.8	3.0
199	2	96	1.0	7	1.8	2.0

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
207	2	107	1.5	5,7	2.5	2.9
209	2	99	1.6	6	2.1	1.4
211	2	118	2.5	1,5	3.5	3.6
213	2	123	2.3	2,6	3.0	3.1
215	2	134	2.2	4,5	3.2	3.4
224	2	108	1.9	1	2.8	2.9
226	2	109	1.6	4	2.6	3.0
227	2	106	1.8	2,6	2.5	2.5
230	2	104	1.0	7	2.2	2.8
231	2	110	2.0	1,6	3.0	2.0
232	2	107	1.3	1,7	2.1	2.7
235	2	114	2.2	6	3.0	3.1
237	2	107	1.3	3,7	2.5	3.4
241	2	111	1.7	1,2	2.4	2.4
244	2	119	2.0	2,7	3.2	3.7
247	2	103	1.4	3,4	2.2	2.9
248	2	122	1.7	3,7	3.0	5.0
251	2	123	2.1	1,6	2.8	2.9
259	2	114	1.6	4,5	2.6	2.9
261	2	103	1.6	1,7	2.6	3.4
264	2	108	1.9	1	2.9	3.1
270	2	116	1.1	1,2	2.1	2.4

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
273	2	114	1.7	1,7	3.0	3.4
285	2	110	1.4	1,6	2.0	2.1
265	3	114	2.2	1,7	3.2	4.3
269	3	115	2.8	4,5	3.9	4.0
276	3	118	2.3	7	3.4	4.2
279	3	123	2.4	1	3.4	3.5
284	3	116	2.5	2,3,4	2.9	2.5
281	3	138	3.1	1	4.3	5.2
291	3	113	2.5	1,7	3.5	3.6
85	3	125	2.5	1,6	3.5	3.6
95	3	111	1.3	1,7	2.5	3.4
96	3	114	3.0	1,7	4.0	6.9
109	3	95	2.0	1,4	2.7	3.0
114	3	115	2.2	1	3.3	3.9
124	3	104	2.5	1,7	3.8	5.3
128	3	97	2.0	1,7	2.7	3.5
130	3	109	2.8	4,5	3.9	4.1
133	3	110	2.4	1	3.4	2.4
135	3	90	2.0	7	3.0	3.2
137	3	102	2.7	1,2	3.5	3.7
138	3	102	2.4	1,4,5	3.2	3.4
142	3	111	2.8	1,6	3.6	3.6

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
145	3	97	2.3	2,3,4	3.1	2.3
151	3	109	2.4	7	3.4	3.7
156	3	100	2.0	4	2.7	2.8
160	3	112	1.8	1,6	2.3	2.3
167	3	107	2.6	2	3.4	4.3
173	3	110	2.9	1,7	3.8	4.3
174	3	112	2.6	1,7	3.4	3.6
180	3	113	3.0	2,7	4.1	4.1
189	3	113	2.4	1,2,3,5	3.2	2.3
203	3	109	2.2	1,7	3.2	3.3
3	3	106	1.6	1	2.6	3.0
5	3	126	2.8	1	3.9	5.7
10	3	127	3.5	1	4.6	5.2
11	3	100	2.3	2,5	3.3	3.3
12	3	113	1.5	1,2,4	2.2	2.3
13	3	118	1.8	2,3	2.6	2.8
14	3	112	2.8	2,5	3.6	5.0
16	3	106	1.6	3	2.5	2.9
20	3	122	2.4	1	3.6	3.9
21	3	127	3.2	1,2,7	4.2	3.2
22	3	128	2.8	5,4	3.9	4.4
23	3	108	1.4	1,3	2.0	2.5

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
26	3	113	2.2	2,4	3.0	3.0
27	3	109	2.6	1,5	3.5	3.7
28	3	121	3.0	7,4	4.1	6.0
29	3	99	2.1	1,4,2	2.9	2.9
34	3	112	3.0	1,7	3.8	3.9
49	3	120	2.6	4,7	3.6	3.6
50	3	107	2.7	5,6	3.5	3.5
53	3	106	2.4	1,4	3.4	3.8
57	3	119	2.3	3,4,6	2.9	2.3
71	3	118	3.0	2,4,5	3.7	3.0
74	3	101	2.2	1	3.2	4.5
212	3	104	2.6	1	3.6	3.7
214	3	117	2.2	4,7	3.2	3.2
216	3	111	2.6	1,7	3.9	4.5
222	3	109	2.8	7	4.0	6.0
223	3	100	2.4	1	3.4	3.9
228	3	101	2.4	4,5	3.3	3.3
236	3	121	2.8	1,7	3.9	4.5
238	3	107	2.3	1	3.3	3.3
242	3	107	3.0	1	4.0	6.0
249	3	127	2.9	2,7	4.0	4.1
253	3	109	2.6	1,5	3.6	3.8

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
31	4	93	2.7	7	3.7	4.9
39	4	104	3.5	2,7	5.0	7.3
62	4	104	2.6	4,5,6	3.2	3.3
63	4	108	2.3	5,6	3.3	3.6
80	4	108	3.4	4,5	4.3	4.5
82	4	114	3.5	1	4.7	4.8
87	4	107	2.7	5	3.5	3.5
90	4	89	2.0	1,5	2.6	3.0
94	4	85	1.9	6,4	2.6	2.6
99	4	110	3.9	2,4,6	4.2	4.3
100	4	90	1.9	1,7	2.9	2.9
101	4	89	2.3	4,7	3.0	3.4
102	4	90	2.0	1	2.8	3.0
104	4	106	3.3	2,3,5	4.0	3.3
105	4	108	2.7	1	3.7	3.7
119	4	96	2.7	2,7	4.0	4.6
118	4	97	2.4	4	3.5	3.6
120	4	100	1.9	2,3,4	2.5	2.7
121	4	95	2.5	4,5	3.4	3.4
112	4	99	2.8	2,3,4,5	3.1	3.2
116	4	101	2.4	1	3.4	3.4
129	4	103	2.6	1,4	3.4	3.6

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
131	4	96	2.6	2,3	3.5	3.6
140	4	96	2.7	2,7	4.0	5.2
141	4	105	2.5	1	3.4	3.5
147	4	106	2.7	1,2	3.5	3.5
148	4	116	2.7	1,2,6	3.2	3.3
153	4	102	2.8	2,4	3.7	3.7
161	4	101	2.7	5,6	3.5	3.5
164	4	100	2.5	1,2,3,6	3.0	3.0
166	4	117	3.5	2,7	4.6	6.2
168	4	99	2.8	2,4,5	3.5	2.7
169	4	106	3.1	5,6	4.0	4.0
175	4	112	3.7	1,7	4.9	5.5
183	4	121	4.4	1,7	5.9	6.6
185	4	104	3.0	2,6	3.5	3.6
188	4	121	4.2	1,2	5.5	4.2
197	4	112	3.8	7	4.9	5.2
198	4	135	4.0	1,7	5.3	5.6
202	4	108	2.7	1,2,5	3.3	2.6
217	4	92	2.6	1	3.1	3.1
219	4	107	3.7	1,5,6	4.1	4.2
220	4	109	3.2	1,7	4.2	5.3
233	4	105	3.6	4	4.6	4.6

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
234	4	103	3.7	5,6	4.5	3.5
245	4	105	3.9	1,2,6	4.3	4.4
257	4	118	4.1	7	5.2	5.2
268	4	112	4.2	1,2,6	4.8	4.9
272	4	107	3.6	7	4.7	4.7
274	4	104	2.6	7	3.9	4.3
275	4	120	3.9	7	5.1	7.3
287	4	108	3.5	2	4.4	3.3
1	5	114	4.6	1,3	5.5	5.6
6	5	102	3.9	6	4.9	6.0
19	5	92	4.8	7	6.0	6.2
24	5	108	4.6	1,2	5.3	5.6
41	5	91	3.4	5,6	4.0	3.9
44	5	99	5.5	1,2	6.1	6.2
52	5	102	4.8	1,7	6.0	6.2
70	5	100	3.1	2,7	4.5	5.5
81	5	99	3.0	4,5	3.9	2.8
88	5	80	2.2	1,7	3.1	3.3
89	5	90	2.7	5	3.6	3.6
82	5	80	2.4	1,2,4	2.9	2.3
97	5	99	2.1	7	3.3	3.5
98	5	82	2.5	1	3.1	3.6

TABLE 19 (Continued)

Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
110	5	93	2.7	1,5,6	3.3	3.3
111	5	85	2.8	1,2,5	3.3	2.3
123	5	90	4.8	5,7	5.8	5.9
125	5	107	4.8	2,5	5.5	5.5
134	5	104	4.8	7	5.8	6.2
136	5	102	4.5	7	5.6	6.4
149	5	114	4.8	2,3,5,6	5.5	5.6
150	5	100	4.3	1,7	5.5	6.7
152	5	104	3.5	1,2	4.5	5.8
162	5	107	4.8	4,5	5.7	5.8
177	5	110	4.5	3,4	5.3	4.2
178	5	112	5.3	2,7	6.4	6.4
204	5	100	3.6	2,4	4.2	4.2
205	5	100	2.4	4,5	3.0	2.3
252	5	123	6.6	1,2	7.7	8.0
258	5	104	4.2	3,5	5.2	5.2
262	5	103	4.3	4,5	5.3	5.4
266	5	114	5.2	1,2,6	5.8	5.8
277	5	119	4.8	1,2	5.6	5.8
278	5	105	4.3	5,7	5.3	4.3
280	5	107	5.0	6	5.9	5.9

TABLE 19 (Continued)

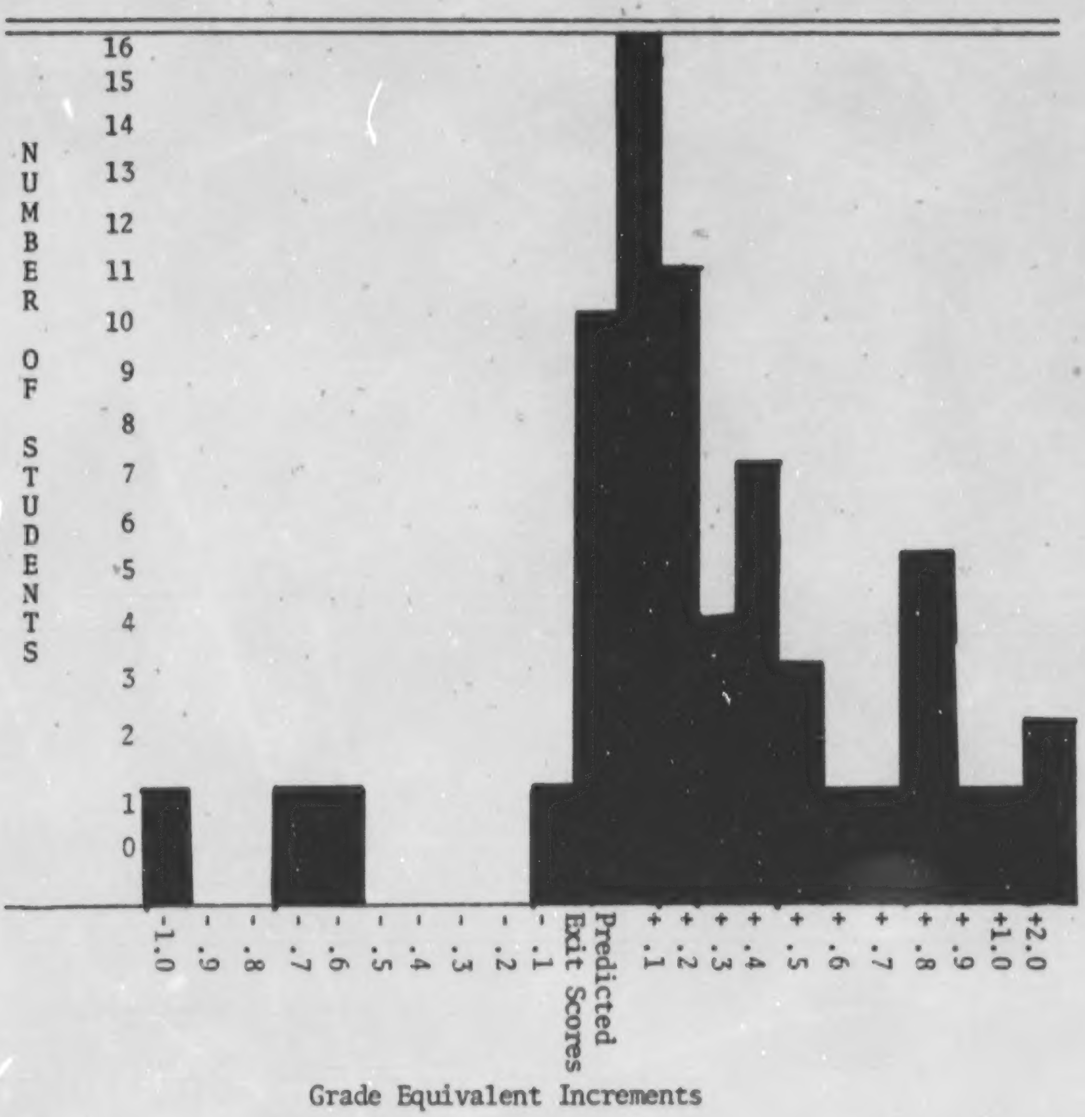
Student Number	Grade	Ability	Pre Achievement (G.E.)	Diagnosis	Predicted Exit Score (G.E.)	Exit Score (G.E.)
38	6	103	2.7	4,7	4.0	5.0
40	6	94	4.2	2,4,5	4.8	5.2
58	6	100	5.4	2,3	6.0	6.2
65	6	108	4.5	5,6	5.4	5.4
66	6	98	4.9	4,5	5.7	5.7
79	6	112	5.5	2,5	6.0	6.0
179	6	98	4.4	4	5.3	5.4
187	6	95	2.7	1,3,4	3.3	2.3
194	6	98	5.2	7	6.4	7.4
206	6	99	4.8	1,6	5.4	5.4
210	6	102	3.6	5,6	4.5	4.6
218	6	112	6.0	1,7	7.2	9.3
225	6	113	5.5	4,5,6	6.3	5.3
229	6	107	5.2	1,2,3,6	5.8	5.8
240	6	101	4.5	3,4,5	5.1	5.2
250	6	101	5.4	2,5	6.2	5.4
176	6	123	4.9	1,2,6	5.9	6.0

The information presented in table 19 showed that there were 234 students in grades two through six who were identified for the additional instructional services to increase their reading achievement. Predicted exit scores were set for each student following an appraisal of known factors which affected their academic performance. The pre-test and posttest scores were determined from the Metropolitan Reading Achievement test of the appropriate level administered by the trained paraprofessional and supervised by the classroom teacher or reading specialist of the school. All student data were recorded on a data collection sheet and forwarded to the language arts supervisor, one of the directors of the program. The compilation and analysis of the data reveals that 208 of the 234 students met or exceeded their predicted exit scores.

Table 20 shows the second grade students' post achievement in relation to their predicted exit scores, illustrating the number who achieved the predicted score, the number who exceeded it and the number who failed to reach the prediction and by number of grade equivalent months.

TABLE 20

Post Achievement in Relation to Predicted Exit Score
Second Grade - N = 66

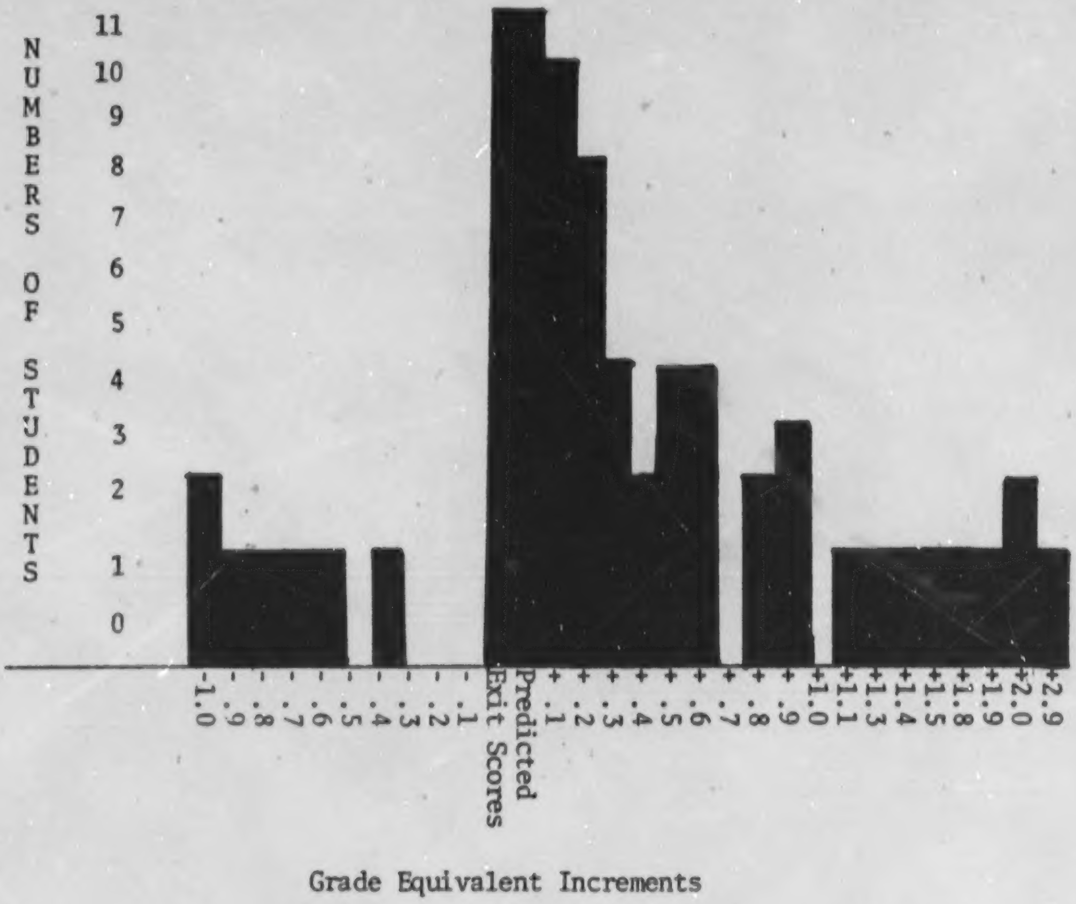


As shown, only four of the sixty-six second grade students did not achieve their predicted exit score. The failure to meet expectancy ranged from one month to one year. Ten students met their predicted exit score and fifty-two students exceeded by one month to two years the prediction made for them. There were 95.5 percent of the second grade students who met or exceeded the grade equivalent gains predicted for them.

The third grade students' achievement in relation to their predicted exit scores is illustrated in table 21. The number who exceeded, met or failed to achieve their predicted exit score by the number of grade equivalent months is shown as follows:

TABLE 21

Post Achievement in Relation to Predicted Exit Scores
Third Grade - N = 64

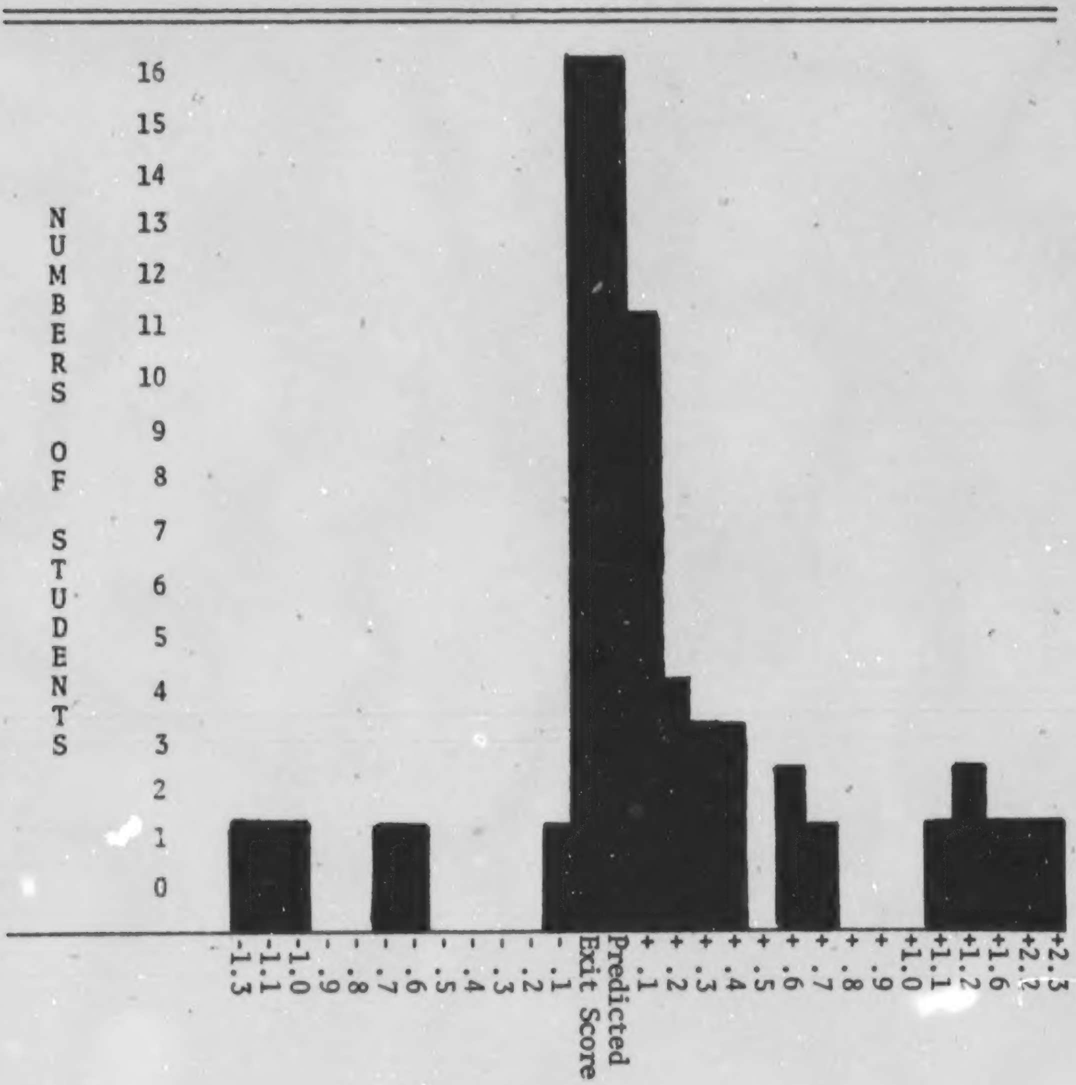


Fifty-seven, or 89.1 percent of the third grade students achieved or exceeded their predicted exit score. Eleven met their predicted score and fourty-six exceeded their expected achievement by one month to two years nine months. Only seven students did not reach their predicted score ranging from a disparity of four months to one year.

The achievement of fourth grade students in relation to their predicted exit scores is shown in table 22.

TABLE 22

Post Achievement in Relation to Predicted Exit Scores
Fourth Grade - N = 52



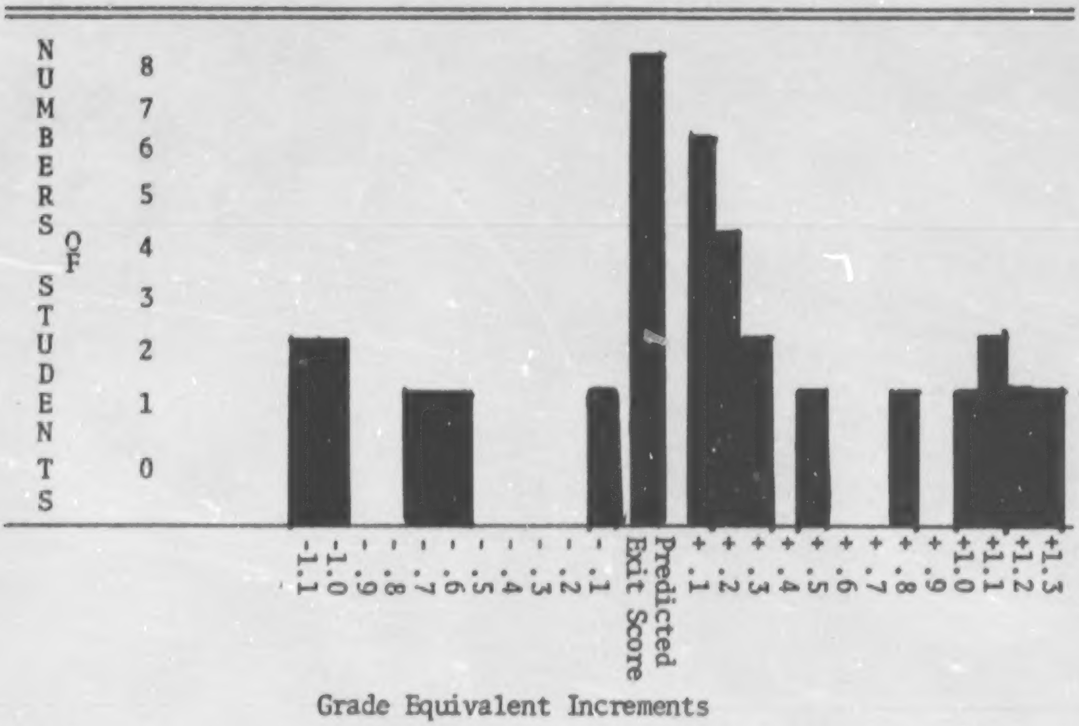
Grade Equivalent Increments

Sixteen of the fifty-two students reached their predicted scores. Thirty students exceeded the expectancy set for them. There were 88.4 percent of the fourth grade students who reached or exceeded their predicted exit scores and only six students failed to reach it. The range below expectancy was one month to one year and three months.

Table 23 illustrates the achievement of fifth grade students in relation to their predicted exit scores, expressed in grade equivalent increments.

TABLE 23

Post Achievement in Relation to Predicted Exit Scores
Fifth Grade - N = 35

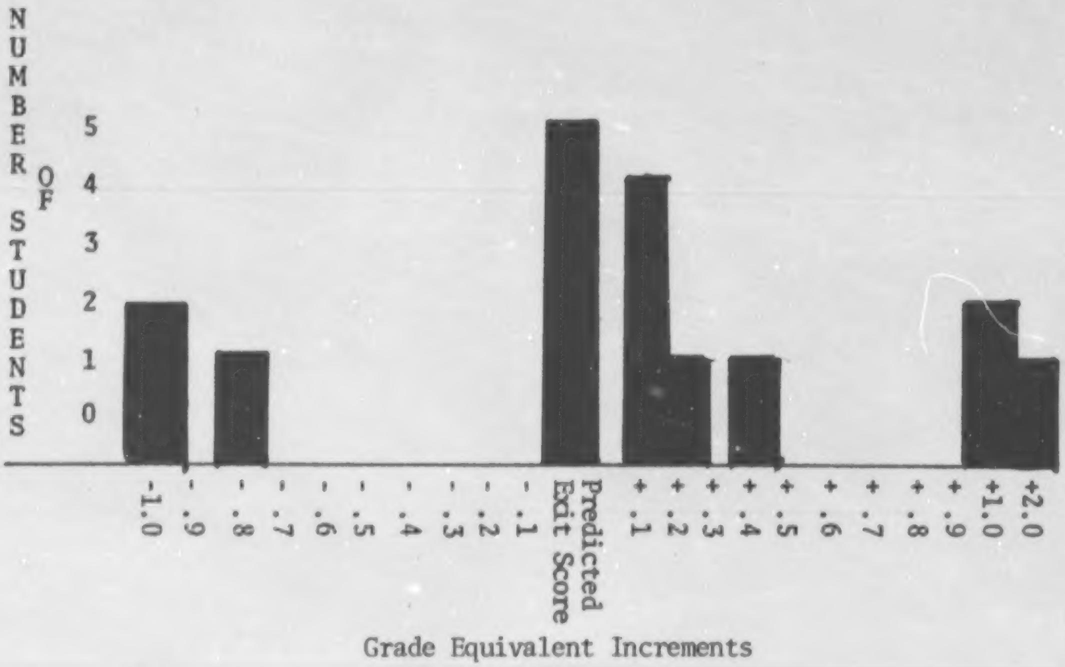


Of the thirty-five fifth grade students, eight met the expectancy set for them and twenty exceeded the expectancy by one month to one year three months. Seven students did not achieve the predicted exit scores set for them ranging from one month to one year one month.

Achievement of sixth grade students in relation to their predicted exit scores is shown in table 24. The illustration is made in terms of grade equivalent increments.

TABLE 24

Post Achievement in Relation to Predicted Exit Scores
Sixth Grade - N = 17



As shown above there were only three sixth grade students who did not achieve their predicted exit scores set for them. The underachievement ranged from eight months to one year. Five students reached their predicted exit score and nine students exceeded their predicted scores from one month to two years, expressed in grade equivalent increments.

Table 25 shows that there was a higher percentage of second grade students who met or exceeded their expectancies than any other grade level. The fourth grade had the second highest percentage of students who met or exceeded their predicted exit scores. The fifth grade had the lowest percentage of students who met or exceeded their expectancies. Eight-nine percent of the students served in the program met or exceeded their predicted posttest grade equivalent score.

TABLE 25

NUMBER OF STUDENTS, GRADES TWO - SIX WHO MET PREDICTED EXIT SCORE

N = 234

Grade	Number Tested	Number Who Met Or Exceeded Predicted Exit Score	Percent
2	66	63	95.45
3	64	57	89.06
4	52	46	88.46
5	35	28	80.
6	17	14	82.35
Totals	234	208	88.89

Performance Objective 2

By participating in a diagnostic, prescriptive, individualized reading program, two hundred eighty-three underachieving students in grades one through six will demonstrate mastery of at least the number of objectives listed in column six (Predicted Exit Objectives) in table 26 as addressed by the appropriate sequence of Individual Criterion Referenced Test items published by the Educational Progress Corporation. Criterion: eighty-five percent of the students will master the predicted number of objectives.

TABLE 26

Performance Objective 2

Number of Objectives Individually Predicted and Mastered in Reading Improvement Program for Underachieving Students

Grades One Though Six
N = 283

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
144	1	23	35	26
159	1	14	28	29
163	1	18	26	21
184	1	16	26	28
200	1	11	21	25
221	1	17	27	33
239	1	19	25	26
243	1	18	28	31
246	1	21	31	32
254	1	20	31	32
255	1	13	21	28
256	1	15	25	30
260	1	17	25	26
263	1	10	20	25
267	1	13	23	29
271	1	13	23	30
282	1	12	22	26

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
283	1	16	23	24
288	1	16	27	32
289	1	15	27	32
2	1	23	32	32
17	1	23	33	38
25	1	12	22	28
42	1	19	31	37
43	1	5	15	16
46	1	20	31	33
47	1	12	17	17
48	1	31	40	34
51	1	9	19	31
54	1	23	33	33
55	1	24	32	33
56	1	17	26	27
59	1	26	34	35
60	1	18	28	28
61	1	20	24	24
64	1	4	15	30
68	1	13	17	18
72	1	6	21	27

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
73	1	14	27	36
76	1	17	23	23
77	1	19	28	35
78	1	16	26	26
83	1	12	25	31
86	1	13	22	23
91	1	12	24	31
93	1	4	13	15
113	1	13	24	25
4	2	7	18	19
7	2	17	29	21
15	2	16	23	24
18	2	18	24	24
30	2	22	31	25
32	2	10	17	13
35	2	16	28	29
36	2	27	34	36
37	2	20	32	36
45	2	24	33	39
67	2	22	30	31
69	2	17	29	31

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
75	2	21	26	26
84	2	20	26	27
103	2	27	37	32
106	2	16	24	26
107	2	12	24	32
108	2	27	33	35
115	2	12	19	17
117	2	31	34	34
122	2	18	28	29
126	2	16	29	36
132	2	24	32	34
139	2	18	27	29
143	2	10	21	24
154	2	17	31	33
155	2	9	18	12
157	2	16	26	36
158	2	20	33	35
165	2	24	31	32
170	2	22	33	37
171	2	18	27	21
181	2	21	35	36

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
182	2	21	32	36
186	2	22	30	30
190	2	24	29	29
192	2	29	36	37
193	2	15	28	36
195	2	11	22	32
196	2	26	33	35
199	2	21	30	34
207	2	23	33	35
209	2	26	31	32
211	2	24	34	35
213	2	20	28	36
215	2	14	26	30
224	2	14	23	33
226	2	10	19	24
227	2	14	19	19
230	2	21	31	33
231	2	16	26	29
232	2	17	24	24
235	2	16	24	21
237	2	25	36	39

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
241	2	15	25	31
244	2	21	33	31
247	2	10	20	27
248	2	7	20	38
251	2	23	30	31
259	2	12	21	22
261	2	24	33	34
264	2	11	21	21
270	2	9	21	25
273	2	12	24	14
285	2	11	20	31
3	3	14	23	24
5	3	20	33	35
10	3	12	24	28
11	3	16	26	28
12	3	9	16	18
13	3	13	19	20
14	3	15	24	24
16	3	26	32	29
20	3	12	26	27
21	3	16	26	19

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
22	3	16	26	26
23	3	6	15	9
26	3	16	26	27
27	3	14	24	30
28	3	21	33	36
29	3	10	15	15
34	3	8	16	19
49	3	27	37	30
50	3	26	31	33
53	3	25	30	30
57	3	11	17	12
71	3	17	24	21
74	3	21	29	30
212	3	23	32	33
214	3	16	24	25
216	3	19	29	29
222	3	20	30	30
223	3	21	31	25
228	3	24	29	29
236	3	16	28	30
238	3	19	28	29

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
242	3	19	29	32
249	3	15	27	29
253	3	15	26	29
265	3	13	26	28
269	3	20	29	30
276	3	20	30	30
279	3	16	27	36
284	3	30	33	33
281	3	16	29	31
291	3	13	23	27
85	3	28	33	33
95	3	21	33	36
96	3	25	37	40
109	3	16	25	26
114	3	22	30	30
124	3	29	38	39
128	3	18	25	27
130	3	16	26	20
133	3	30	35	35
135	3	8	18	26
137	3	20	25	25

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
138	3	24	30	27
142	3	22	28	25
145	3	15	22	18
151	3	20	29	35
156	3	28	33	33
160	3	14	21	23
167	3	16	25	33
173	3	14	24	33
174	3	18	29	36
180	3	14	24	25
189	3	15	20	20
203	3	12	22	32
31	4	15	23	6
39	4	17	26	27
62	4	16	20	20
63	4	11	18	20
80	4	27	33	29
82	4	18	24	21
87	4	27	32	36
90	4	20	26	34
94	4	21	29	33

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
99	4	16	24	31
100	4	11	21	26
101	4	20	28	35
102	4	26	31	32
105	4	18	28	29
119	4	14	24	34
118	4	30	39	31
120	4	28	33	36
121	4	30	34	33
112	4	22	26	24
116	4	20	28	35
129	4	14	21	27
131	4	21	29	31
140	4	14	26	29
141	4	13	21	23
147	4	14	21	29
148	4	15	20	18
153	4	9	18	27
161	4	12	19	15
164	4	16	22	19
166	4	26	37	29

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
168	4	23	29	25
169	4	15	25	30
175	4	21	31	31
183	4	19	30	33
185	4	30	33	33
188	4	15	27	32
197	4	17	27	30
198	4	22	34	37
202	4	18	24	29
217	4	18	24	26
219	4	22	27	36
220	4	22	30	36
233	4	14	20	29
234	4	25	29	29
245	4	22	25	25
257	4	20	30	31
268	4	18	23	23
272	4	18	27	28
274	4	16	27	32
275	4	13	25	38
287	4	21	29	32

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
1	5	11	21	24
6	5	12	20	21
19	5	30	35	35
24	5	14	21	23
41	5	32	35	35
44	5	29	35	32
52	5	27	36	36
70	5	12	24	25
81	5	16	24	19
88	5	24	28	29
89	5	11	19	24
92	5	17	20	20
97	5	18	26	28
98	5	18	24	25
110	5	29	32	32
111	5	22	28	22
123	5	17	27	32
125	5	13	19	16
134	5	24	30	31
136	5	23	32	38
149	5	19	25	22

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
150	5	30	37	38
152	5	24	30	26
162	5	14	24	29
177	5	19	27	16
178	5	13	24	27
204	5	20	26	34
205	5	26	31	27
252	5	15	25	26
258	5	32	35	36
262	5	18	26	28
266	5	14	22	23
277	5	14	20	22
278	5	25	32	26
280	5	11	21	23
38	6	27	36	37
40	6	24	29	29
58	6	29	35	32
65	6	34	37	37
66	6	11	20	13
79	6	15	21	18
179	6	17	26	34

TABLE 26 (Continued)

Student Number	Grade	Pre Program Objectives Mastered	Predicted Exit Number Mastered	Exit Mastery
187	6	25	30	30
194	6	15	26	34
206	6	16	22	18
210	6	18	27	33
218	6	21	31	31
225	6	11	19	14
229	6	15	21	17
240	6	28	34	30
250	6	14	22	16
176	6	22	31	37

A compilation and analysis of the data for students in grades one through six for the achievement of the number of predicted objectives to be mastered on the exit test reveals that there were 283 students who completed the program October through May. There were 229 students who met or exceeded their predicted exit scores. A summary of the data is shown in table 27 below.

TABLE 27

Number and Percentage of Students Who Mastered Predicted Number of Objectives

Grade	Number of Students Identified	Number of Students Posttested	Number Who Met or Exceeded Prediction	Percentage
1	58	49	45	92
2	70	66	56	85
3	84	64	53	83
4	70	52	40	77
5	36	35	26	74
6	17	17	9	53
Totals	335	283	229	81

Eighty-five percent, or more of the students in grades one and two met or exceeded the number of individual objectives predicted for their exit scores.

Fifteen students in grade three met their predicted score and thirty eight exceeded their expectancy for the number of objectives to be mastered on posttest. Eleven students failed to meet their expectancy. Eighty-three percent of all third grade students achieved the mastery predicted for them.

The fourth grade showed a high number of students, thirty-four, who exceeded the predicted score set for them. There were sixteen students who exceeded their predicted exit scores by five to thirteen objectives, while twelve students did not reach their predicted scores. There were seventy-seven percent of the fourth grade students who met or exceeded the predicted number of objectives set for them.

There were lower percentages of fifth and sixth grade students who achieved the number of objectives predicted for mastery. Seventy-four percent of the fifth grade students mastered the number of predicted objectives set for them and fifty-three percent of the sixth grade students reached or exceeded their predicted scores.

For the total group of 283 students who took the pre and post tests 229 met or exceeded their expected exit score for an overall percentage of eighty-one. The criterion of eighty-five percent was not achieved for performance objective two. Examination has been made for possible explanations. There are no standard expectancies or expectancy formulas to use as guides or indices for the number of objectives, on an average, to be expected for students in a given grade nor for varying abilities. It is doubtful that such a table of expectancies could be developed because there is no agreement in the literature nor studies reported as to the specific number of objectives that comprise the spectrum of reading skill development. There is even greater variety to be found in the testing for specific objectives. These existing facts indicate that normed expectancies applicable to the variety of skill sequences probably will not be possible to develop. Estimates were made for the number of objectives to be mastered after an examination of the skill sequence to be tested by the ICRT. It was recognized that single primary decoding skills should be more readily mastered than the more difficult and higher level comprehension skills. The rate at which each student could master a skill and move on to the next was a very difficult judgment to make. Attitude of a student and his effort toward test taking was an unknown variable at the beginning of the program when expectancies were set. The teachers observed that this was a very significant factor, particularly toward criterion referenced testing. The lack of experience of the classroom teachers and directors to ascertain entry level pre-tests and to predict a number of objectives to be mastered contributed to differences in expected exit scores and the number of objectives mastered.

Although the conclusion was that performance objective two was not met, there were positive outcomes of the objective as noted by the classroom teachers, teaching assistants and directors. The specific skills tested by the criterion referenced tests were instructional aids that focused attention on the students' strengths and indicated the specifics for the instruction needed by each student. Attention was focused on instructional segments and eliminated the global perspective that the student needed to improve his reading. Rather, there was the specific information that the student needed to learn, for example the short vowel /a/ or the student needed to learn to recognize and state the main idea of a paragraph. The experience in the program and recognition that performance objective two was not achieved, it is recommended that criterion referenced testing be utilized as a process and not as a program evaluation.

The two major decision questions to be answered in the evaluation of the instructional service provided by the program were:

1. Has the increase in instructional services and coordination with existing classroom instruction improved the reading program to the extent that underachieving readers reached predicted exit scores?

2. Has the assessment of specific skill needs and provision of instruction for those needs enabled students who are underachieving in reading to demonstrate mastery of at least the predicted specific skills which were not mastered prior to the intervention of the program?

Question one was affirmatively answered. Eighty-nine percent of the students reached or exceeded their predicted exit scores. Question two was negatively answered. However, it is perceived that the utilization of the diagnostic, prescriptive technique to individualize instruction was a strategy that contributed to the accomplishment of the first performance objective. The utilization of the number of individually prescribed objectives as an evaluation measure should be investigated further, but the strategy as an instructional technique should not be rejected. There is evidence in the literature that high goals may very possibly increase teachers' and students' performance. The establishment of specific numbers of objectives to be mastered should be regarded as a means to an end and not the end itself.

Process Objectives

The process objectives were utilized as check points by the program directors. The process objectives evolved after the selection of strategies and were indicators that the program was proceeding on target as planned.

Sites and Communiation

1. Schools will be selected that indicated the highest percentages of underachieving students, but limited to a manageable size for the practicum.

A meeting was held with the program directors and administrators of schools where a problem existed of underachieving students. The administrators agreed to select schools of greatest need defined as schools with forty percent or more underachieving students in grades one through six based on standardized data available. This resulted in the selection of seven program sites.

2. Administrators, reading specialists and local school staffs will be involved in meetings to establish knowledge of objectives of the project and strategies to be employed, to encourage cooperation and involvement and coordinate efforts to all instructional personnel to facilitate the portion of the project concerned with services to students.

Meetings were held in each local school with the staff, the administrators and one or more of the project directors for a full explanation of the objectives and the efforts to be made. Questions were answered, tentative plans for teacher involvement in student referrals for selection were made. The expectation for cooperative planning was explained. As a result of these communication meetings, the staffs expressed a satisfaction in knowing what was planned and their role in the program. Follow-up memos were distributed (appendix 23).

Identification of Students and Record Keeping

1. Students in grades one through six in the target schools whose reading instructional level achievement is six months or more below grade placement will be identified for possible inclusion in the program.

Three hundred and fifteen students were identified for the 1976-77 program to increase reading achievement. Two hundred eighty-three students remained for the duration of the program and for whom there were pre and post data collected. Forty-eight students moved to other schools in the district or moved out of the district. Four students were discontinued in the program when they were identified for special education services. There were students included in the identification on the basis of process objective one while others who were reading on grade level but below expectancy according to Stearns Reading Expectancy Table, or according to teacher observation and judgment, were identified on the basis of process objective two.

2. Standardized reading tests will be administered to all candidates and scores contrasted to ability to select approximately forty-five students in each of the target schools who show the greatest negative disparity between ability and reading achievement. Posttests will be administered at the conclusion of the project.

Classroom teachers made the initial screening for the selection of students to be included in the program. Students in grades one through five or six for three target schools that had sixth grade as a part of the elementary school. If there were students with absence of standardized test records, the teacher could include them on the basis of her observation. Tests were administered to those students to gain either the data to identify or exclude the student from the program. The target group was six to eight students at each grade level who demonstrated the greatest disparity between ability and achievement. This number of students was determined as the maximum number the additional personnel could serve in seven one-half hour time blocks scheduled for additional instruction and closely attend to individual needs.

Data collection forms are on file in the language arts supervisor's office that list the names of identified students and the test data which verifies the achievement and ability discrepancy that qualified their selection.

3. Criterion referenced tests will be administered at the beginning and end of the school year to provide pre-test and posttest situation and to determine the students' beginning deficiencies level for instruction.

The Educational Progress Corporation Criterion Referenced Test was administered to the identified students. Copies of the computer scored results were furnished to the classroom teacher and teaching assistant to provide planning information. These results were communicated to parents and placed in students' records to be utilized in succeeding years.

Selection of Additional Personnel, Job Responsibilities and Training

1. A teaching assistant will be employed at each of the program sites to supplement the teachers' reading program.

A job description was developed by the program directors (appendix 3). The Personnel Department recruited and screened applicants. The language arts supervisor interviewed the applicants and deployed them to the program sites for the final interview with the school administrator. Copies of the contracts are on file in the Personnel Department to verify employment during the program.

2. The school administrator or his designee, classroom teachers and teaching assistant will establish regular periods for small group instruction at each grade level for the identified students.

Each school administrator established a schedule for the services of the teaching assistant. There were seven one-half hour time blocks to provide for instruction for students at each grade level and one period to work with children who could not be served within a group or whose needs were so individual or severe that the one-to-one instruction was necessary. The teaching assistant had a one-half hour lunch break and time allowances to move from one group to the next. The other hour of contract time was flexible to be spent in material selection or preparation, study, planning or to give additional instruction to individuals or small groups if requested by the teacher. Schedules were sent to the language arts supervisor and are on file for examination.

Scheduling to avoid taking students from their regularly scheduled reading instruction and yet provide additional instructional time presented obstacles. The teaching assistant and classroom teacher tried to plan time for the teaching assistant to come into the students' classrooms following the directed teaching lesson. This was ideal when timing worked out, but this arrangement necessarily involved scheduling reading throughout the day. Many teachers preferred to teach reading during the morning. Some schools worked out schedules whereby reading was taught throughout the day. This appeared to be the most satisfactory arrangement, not only for this program but for other specialists and itinerate teachers who worked in the schools. This meant that art, music and speech classes could be scheduled without interruption to the language arts instructional block. The purpose was to provide additional time, not paraprofessional services in place of the professional teacher's time.

Schools which were reluctant to rearrange teaching time blocks experienced more difficulty in scheduling. The additional time was taken from other curriculum areas, usually science or social studies. This created some objection from a few parents and some teachers. After discussion of alternatives there was agreement by most that reading is basic to other subject areas and improvement in reading enabled students to read, comprehend and discuss those subjects more adequately. If the student was missing part of his science or social studies class on a regular basis, the classroom teacher and teaching assistant made plans for the prescribed reading skills but utilized content area vocabulary and study material.

Another problem encountered was again related to scheduling when the identified students at a grade level came from several different classrooms. The total number of students at a grade level was only six to eight, but occasionally may have been assigned in two or three different classrooms according to basal reading groups. Where possible, some reassignment was effected. With the teaching assistant's day arranged in six to seven thirty to forty minute time blocks it was impossible for her to go to several classrooms at a grade level. Where reassignment of students was not feasible, an alternative was to take the students out of their classrooms to another room or area in the school for instruction. Overcrowded conditions exist in the Chesterfield County Public Schools due to the rapid growth pattern. Two schools were unable to provide separate spaces for the teaching assistant who shared a room with another specialist. Having a separate instructional area necessitated training the teaching assistant for appropriate instructional arrangement, attractive environment and organization of materials.

A separate location was not the preferred arrangement for several reasons. Valuable instructional time was lost in the movement of the students rather than the teaching assistant going to the student's classroom. The other objectionable feature was that the paraprofessional was not under direct observation of the classroom teacher. This did not prove to be a serious problem, however, mainly due to the quality of the planning, the industrious nature of the teaching assistants and the training and supervision available to her.

A few teachers initially had problems adjusting to another adult instructing in the same classroom with them. The teaching assistant took her small group to a work table, a corner area or simply grouped the desks in a small semi-circle within the classroom. The noise, enthusiastic responses or variety of activities was occasionally distracting, but in a short period of time adjustment was made and the variety of activities was accepted as a normal and healthy situation.

The success and improvement of the students was not only reinforcing to them, but to the classroom teachers as well. While a few had initially viewed the time for communication and planning as an additional burden, the students' progress was a teacher reward also. The teaching assistants' reinforcement, extension and practice of classroom instruction enabled the regular teacher to increase the pace of the classroom instruction. Also with several months experience, the teaching assistants needed less extensive lesson planning and found the statement of the skill objective adequate.

The project directors experienced some difficulty in performing their regular jobs as assistant principal in one school, the director of instruction and the language arts supervisor, and managing a program of this magnitude. This was not unexpected. The scope of the program was well recognized. The desire was to carry out the program in approximately one-third of the schools so that similar efforts could be replicated in the other schools over a three year period, if the results justified the extension of the program.

3. Criterion test information will be utilized to develop prescriptive instructional plans and to follow the instructional sequence. Mastery level tests will be administered to verify achievement or need for further instruction.

4. Planning between the classroom teacher and teaching assistant will be coordinated through the use of an uniform plan sheet so that additional instruction will be an extension and reinforcement of the regular classroom work and so all instructional personnel will be cognizant of needs and achievements.

The local school administrator or his designee and the language arts supervisor reviewed the planning sheets, offered suggestions and recommendations if needed, and used the plan sheets to guide the observations and monitoring. The plan sheets were printed in triplicate to provide copies for the teaching assistant, the classroom teacher and the local school administrator. The plans included the scheduling of mastery tests and the subsequent plans were based on the results. The administrator maintained a file of all weekly plans throughout the program.

4. Supplementary instructional materials will be selected and utilized for specific instructional needs. After reviewing materials cur-

rently on the market and surveying resources at each site, instructional materials will be purchased or made to be used when teaching specific skill areas. Budget restraints and school needs will be considered and all materials will be centrally ordered by the project director.

Teaching assistants and reading specialists made requests for additional materials necessary for specific instruction. The reading teacher usually had the most experience with all reading materials in her local school. As the teaching assistant requested material for the teaching of specific skills, the reading teacher either provided it from the school's resources, made suggestions for the creation of the material or communicated the need to the program directors. The program directors made purchases based on the need and knowledge of materials examined during the planning stages for the program. Requisitions and invoices are on file in the language arts supervisor's office to verify the specific purchases. Materials distributed became a part of the school's inventory (appendix 24).

6. Preservice and inservice workshops will be systematically planned and conducted for staff members to enable them to adequately fulfill their job description.
7. A bimonthly program of inservice will be held to enable the teaching assistants to fulfill their job descriptions adequately as assessed by the administrators, teachers, language arts supervisor and the teaching assistants.
8. On-site assistance will be provided by the language arts supervisor or local school staff to enable teaching assistants to plan and instruct identified students according to prescriptive information.

Pre-service and inservice training was a significant strategy selected for the reading improvement program. The inservice time was provided through a contractual clause stipulating three hours bimonthly to be paid according to the hourly rate of the teaching assistant. The pre-service training was held October 7, 8, 11, 12 and 13, 8:00 a.m.-3:00 p.m. The bimonthly inservice workshops were held on the second and fourth Wednesday evenings, 6:30-9:30 p.m. Each session had a stated objective and teaching assistants gave a personal evaluation of whether or not the objective was met for her. The evaluations were utilized to determine whether additional training and information was necessary and for whom it was needed. Sample agenda may be seen in appendices 15-18. Records of the inservice programs and evaluations are on file with the program directors. A sample inservice workshop evaluation may be seen in appendix 19.

The teaching assistants responded to a questionnaire to indicate, from their viewpoint, how adequately they had fulfilled their job descriptions, whether the inservice training had been adequate and their judgment of the overall effectiveness of the program. The classroom teachers who had students served by the teaching assistant gave subjective responses to a questionnaire. The school administrators also gave opinions reflecting their assessment of the program to improve reading achievement of the students identified for the program. In all categories, the responses were positive. The responses have been tabulated and entered on each of the questionnaires included in figures 3, 4 and 5.

Fig. 3. Teaching Assistant's Evaluation*

1. Do you feel the preservice and inservice training program provided the information and experiences you needed to work successfully in your assigned school?

   Yes 7 No ____

2. Do you feel the training program should be offered:

   Yes 5 No 2 For all existing paraprofessionals,

   Yes 5 No 1(1)** For newly hired paraprofessions, and

   Yes 1 No 2(4)** For paraprofessionals employed for specific programs only.

3. How do you think other staff employees view your (teaching assistant's) participation in the reading improvement program?

   Favorably 5 Passively 2 Unfavorably ____ Other ____

   Two reported that some teachers were neither favorable or unfavorable, therefore they responded passively, although they said majority was favorable - just not 100%.

4. Did you have adequate space provided for your work?

   Yes 6 No 1

5. Were you furnished with adequate materials?

   Yes 7 No ____

6. Did you employ a variety of materials for teaching or reinforcing reading skills?

   Yes 7 No ____

   Most frequently used Read-a-Long, Reader's Digest Skill Builders, SRA School House Kit, MCP Workbook, games, skill file materials.

7. Did you employ a variety of techniques for teaching or reinforcing reading skills?

   Yes 7 No ____

*7 out of 7 responses returned.
**Parenthesis represent "no answer."

Fig. 3. Continued Teaching Assistant's Evaluation

8. Do you feel you had positive support from the school administration?

Yes 7 No ____

"Most definitely", "moral support always!" "I could not have asked for more," "very helpful and supportive."

9. Do you feel you had a satisfactory rapport with the classroom teachers?

Yes 7 No ____

10. Were you able to establish a good rapport with the students?

Yes 7 No ____

Positive aspects of the program Comments included "small groups enabled us to give the individual help the program was designed to do." "Frequent inservice sessions were invaluable in maintaining close administration contact and developed a professional feeling." "We saw children not only learning to read, but actually checking out books to take home to read."

Negative aspects of the program "I realize afternoon scheduling was necessary, but my afternoon group did not respond as well as morning groups." "I felt overwhelmed at first, but after several weeks, I felt better." "None."

____
Name

____
School

*7 out of 7 responses returned.
**Parenthesis represent "no answer."

Fig. 4 Classroom Teacher's Questionnaire*

1. The teaching assistant demonstrated a positive attitude toward her job role.

   Yes 75 No 0

2. The teaching assistant demonstrated a sincere interest in the students and their reading achievement.

   Yes 75 No 0

3. The teaching assistant worked to meet the individual needs of the identified students in the reading improvement program.

   Yes 75 No 0

4. The teaching assistant was effective in developing reading skills incorporated in the total reading program.

   Yes 72 No 3

5. The students with whom the teaching assistant worked were positive in their attitude toward working with the teaching assistant.

   Seldom 7 Sometimes 13 Frequently 55

6. Do you recognize progress in children in the reading improvement program in the skills you recommended for teaching?

   Yes 70 No 5

7. Do you feel the teaching assistant had a positive effect on the student's attitudes about himself in general and reading more specifically?

   Yes 57 No 15 No Answer 1 Uncertain 2

8. Have you observed a change to a more positive self-concept--greater confidence in the students in the reading improvement program during this year?

   Yes 68 No 6 Uncertain 1

9. Have the students shared with you anything they have learned or experienced in the reading improvement program?

   Yes 36 No 36 Very Little 1

*75 out of 76 questionnaires returned.

Fig. 4. Continued Classroom Teacher's Questionnaire*

10. Did the teaching assistant meet the students regularly on the established schedule?

Yes 72 No 3

General Comments: "The T.A. has been fantastic with children in my class. They love being with her and have benefitted so much." "The program has been a great help to the children involved." "Some students showed 2 years growth in reading, that's super!"

*75 out of 76 questionnaires returned.

Fig. 5. Questionnaire to Principal*

1. The teaching assistant has worked effectively as an adjunct to the school reading program.

   Yes 7 No ____

2. The teaching assistant has demonstrated cooperation and flexibility in working with the total staff.

   Yes 7 No ____

3. The teaching assistant has demonstrated a confident and positive attitude to other professionals and to parents (where applicable).

   Yes 7 No ____

4. The staff employees view the teaching assistant's participation.

   Favorable 7 Passively ____ Unfavorably ____
   (1 highly favorable, 1 very favorably)

5. The teaching assistant used a variety of materials and instructional techniques with the students.

   Yes 7 No ____ Don't Know ____

6. The teaching assistant carried out duties as described in the program proposal.

   Yes 7 No ____

7. The teaching assistant established a good rapport with the students.

   Yes 7 No ____ Don't Know ____

8. The parents were sufficiently informed of the program.

   Yes 7 No ____

9. Generally, the reading improvement program was a beneficial one for our school.

   Yes 7 No ____

   Comment specifically "The program called attention to children's disparities in a positive manner." "Remarkable gains were made by some children."

*7 out of 7 responses.

Fig. 5 Continued Questionnaire to Principal*

10. Other comments "Superb communication with parents." "The excellent support from directors, the materials provided, and the fine in-service programs were strengths of the program"

*7 out of 7 responses.

Communications with Parents

1. Parents of identified underachievers will be contacted through meetings, newsletters and frequently written notes to solicit their support for the program and provide information of specific activities they can do at home to help their child achieve at school.

Parents indicated appreciation for the communications and suggestions for participation in their children's learning. Local school administrators reported an increase in visitation to the school by parents of the identified students. Attendance at the meetings in the local schools ranged from twenty-five to eighty percent of the parents of children in the program. Administrators commented that the percentage of the attendance was higher than other school meetings such as P.T.A. The language arts supervisor had thirty-six telephone calls from parents questionning and commenting on the additional program to help their child.

Student Attitude

1. Strategies will be designed and implemented to develop or maintain students' positive attitudes toward learning.

Strategies developed to maintain or develop positive attitudes included praise and recognition for accomplishments and acceptable means of expressing feelings, either positive or negative. Samples of praise notes are found in appendix 6.

In addition to observed changes in behavior of some students, teaching assistants were often requested to give a duplicate for a note that was misplaced or lost. Some parents reported that they posted notes in conspicuous places at home which pleased their child.

2. An observation record will be maintained by the teaching assistant to record indicators of the students' behaviors in small group

instruction to assess noted changes in conduct.

The teaching assistant maintained an observation record of behaviors indicating positive or negative attitudes of the students while they were involved in the additional instruction period.

The following results were indicated by the teaching assistants' summary of their attitudinal survey of identified students.

TABLE 28

Student Attitudes Toward Reading

Category	Percent *
Positive attitude pre- and post	82.4
Positive pre-, negative post	.5
Negative pre-, positive post	14.3
Negative attitude pre- and post	2.9
*rounded	

As illustrated on the table, fourteen percent of the total group showed a significant change from negative to positive behaviors and attitudes. It is highly recommended that the program's affective improvement component be continued.

Summary of Findings and Recommendations

Finding 1

The need for a reading program for underachieving elementary students was clearly established as a high priority. This program successfully addressed the problem with emphasis on three specific program components.

Direct instructional services were provided in the cognitive domain for reading improvement. A corollary effort was made to teach in the affective domain to improve student attitudes toward reading. The second specific component was a successful staff training program for the teaching assistants; the third component to unify the student, school and home was a concentrated effort to involve parents and encourage their participation with their child to improve his or her reading achievement.

Recommendations

It was found that this three-dimensional approach to helping reading underachievers was a successful one and its support and continuance are recommended.

Finding 2

It was found that the increase in instructional services and coordination with existing classroom instruction has improved the reading program to the extent that 89 percent of the underachievers, accomplished the grade equivalent exit score predicted for them.

Recommendation

Continue successful practices.

Finding 3

The assessment of specific skill needs and provision of instruction for those needs enabled eighty-one percent of the underachieving students in reading to demonstrate mastery of the additional specific skills predicted for them.

Recommendation

Continue to use a systematic approach for assessment and instructional planning.

Finding 4

The program was affected a positive change in student attitudes toward reading where negative attitudes existed. In addition, the program has effected a change in attitude of reading underachievers to the extent that there was a significant decrease in the number of negative attitudes from the beginning of the year to the end.

Recommendation

Continue to provide emphasis in the affective domain as well as the cognitive.

Finding 5

The pre-service and inservice program provided by this program was well planned, well executed, well received and was evaluated by all participants to be an important and successful component of the entire program.

Recommendation

In many reading programs, emphasis is placed on providing special one-to-one help for reading underachievers with little emphasis or special training for staff. It was found that this program's approach (providing preservice and inservice training) was innovative and rewarding. It is recommended that this feature be continued.

Summary

Earlier in this evaluation chapter, it was stated that affirmative answers to the two major decision questions stated would provide ample evidence of the program's effectiveness. In the findings, affirmative responses were summarized. The processes that were established as guidelines for the program were also examined.

The program emphasized two areas, staff training and the affective domain, which less successful reading program possibly overlook. In addition to the individualized instruction, there was concentration on the staff development and parent involvement component. It is evident that reading underachievers require additional practice and assistance to improve. This program exhibited that additional training for the staff combined with parent participation in the child's learning and techniques for attention to the student's attitude toward reading have been contributing factors in the success of the reading program.

It is the opinion that the Chesterfield County program to improve reading achievement has been very successful. It has met the needs of a large number of elementary school reading underachievers. In meeting these needs, it is apparent that Chesterfield County, the county school staff and system, and most of all, the children of this community have derived a great benefit from the program's existence.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

The evaluation of the program leads to the conclusion that the planning and implementation of this program was beneficial for this school system. The strategies employed were not unique in the field of education but the combination of components probably yielded greater results than any one employed singularly.

Placing responsibility for leadership and supervision in the local school, with the assistance of the program directors during initiation, developed interest and pride in accomplishment by the local school staff. The attitude that it is "our program" rather than "their program" was a benefit.

For others considering a similar plan of action, it is recommended that it may be well to start on a small scale and then grow. There is the frustration of desire to service all needs and hesitation to select or identify from many who demonstrate the need. Success and participation in a well-done job gives impetus to continue. Another recommendation would be the careful selection and thorough training of paraprofessionals for instructional tasks. Failure may result, not because of strategy, but due to unrealistic expectations with inadequate preparation.

This school system is fortunate in the caliber of people who apply for jobs and the dedicated efforts of the entire system to provide quality services. This commitment has been the key to the successful operation of the program to improve the reading achievement of underachieving elementary school students.

CHAPTER VIII

INSTITUTIONALIZING AND DISSEMINATING

The School Superintendent and the School Board members were favorably impressed by the outcomes of the program. The summative evaluation report convinced them to support the program in the seven originally selected schools for a second year. The program was not extended in total operation to other schools in the division because the demonstrated need was not as great and because of budgetary restraints.

Nine schools agreed to implement the portion of the program dealing with language arts scheduling throughout the school day to minimize interruptions to the reading instruction time by the work of itinerate teachers. Eleven administrators reassigned existing paraprofessional positions on their staff to serve in the capacity of teaching assistants in reading. Existing criterion tests supplied through the basal reading program adopted during the program year will continue to be utilized for identification of skill need and for instructional prescriptions. The reading teachers in the same eleven schools have been assigned to work within the classrooms instead of the former arrangement of moving children to a remedial reading room. The rearrangement of reading teachers' operation and the reassignment of a paraprofessional from clerical to instructional responsibilities in many cases doubled the number of students who received additional services.

The language arts supervisior and the local school reading teachers provided the preservice and inservice training for the change in the ways the reading teacher and paraprofessionals would operate.

The planning sheets developed for the program were printed in bulk and distributed to all reading teachers and utilized with the classroom teachers to provide the coordinated planning. The Title I Program adopted the same planning procedure.

The parent participation aspect was continued and expanded to include summer reading packets of activities and suggestions provided to parents who requested them.

The program components of individualized instruction based on skill need, use of training paraprofessionals as instructional personnel and solicitation of parent participation are common features or techniques that could be transported to any curriculum area.

The results of the program were disseminated to all elementary school principals at the August, 1977 administrators' preschool meeting. Following this presentation, the language arts supervisor assisted administrators who requested the help, to organize schedules for reading throughout the school day to avoid interruptions of art, music and physical education during the language arts time block.

The planning, organization and operation of the program to increase the reading achievement of underachieving students was presented by the language arts supervisor at a reading conference sponsored by the Virginia State Department of Education in Williamsburg, Virginia in March, 1978. The conference was attended by school superintendents, supervisors, reading specialist and classroom teachers. As a result of the presentation, there have been visitations to the Chesterfield School system from four other school divisions to receive further information. Replies have been sent to three other divisions that requested copies of the planning sheets and reading record forms.

The directors remain available to supply information about the reading program and to assist interest persons in planning and implementing a similar program.

GLOSSARY

Ability	An indicator of a student's capacity to learn.
Achievement	Level of proficiency in a given area of study.
Administrator	Local school principal.
Classroom Teacher	A certified teacher, assigned classroom instructional responsibilities.
Collary Objective	Related or sequential steps to accomplishment of terminal objective.
Criterion Referenced Tests	Tests to measure mastery according to a stated objective.
Education Progress Corporation (EPC)	Publisher and supplier of criterion referenced tests utilized in the reading improvement program.
Elementary Students	Students in grades one through six.
Metropolitan Reading Tests	Publisher and supplier of alternate test forms used as pre and post measures of achievement.
Paraprofessional	Non-certified school employee serving in assisting or supportive manner, usually in clerical capacity.
Parent	Parent or legal guardian of a student enrolled in Chesterfield County Public Schools.
Performance Objectives	Expected terminal outcomes.
Process Objectives	Stated steps or procedures to accomplish performance objectives.
Reading Teacher	A specialist in reading assigned to an elementary school to provide leadership for the reading program, diagnose reading problems, select or recommend specific materials, evaluate progress and provide remedial instruction.

School Board	Policy making body of members appointed by the School Electoral Board.
School Division	Terminology utilized in Virginia to identify a unit of school operation within the State, usually a county or city municipality, synonomous to school district.
School Electoral Board	Appointed by the Judge of the County Court for purpose of selecting School Board members.
Science Research Associates (SRA)	Publishers and supplier of Short Test of Educational Ability utilized as an indicator of ability and achievement test, reading subtest utilized to determine achievement level.
Standardized Tests	Norm referenced tests.
Standard Achievement Test	Reading test results used for second and third grade student identification.
Superintendent	Chief school officer within a school division, selected by the School Board.
Teaching Assistant	A paraprofessional specifically assigned to instructional responsibilities.
Underachiever	A student who displays a negative difference between his level of achievement and indicated ability.

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Appendix 1

EXPECTED READING GRADES OF PUPILS OF VARYING I.Q. IN GRADES 1 - 6

Beginning of School Year

IQ	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
70	-	-	.7	1.4	2.1	2.8
75	-	.3	1.1	1.8	2.6	3.3
80	-	.6	1.4	2.2	3.0	3.8
85	.2	1.0	1.8	2.7	3.5	4.4
90	.4	1.3	2.2	3.1	4.0	4.9
95	.7	1.7	2.6	3.6	4.5	5.5
100	1.0	2.0	3.0	4.0	5.0	6.0
105	1.3	2.4	3.4	4.5	5.5	6.6
110	1.6	2.7	3.8	4.9	6.0	7.1
115	1.9	3.1	4.2	5.4	6.5	7.6
120	2.2	3.4	4.6	5.8	7.0	8.2
125	2.5	3.7	5.0	6.2	7.5	8.7
130	2.7	4.0	5.3	6.6	7.9	9.2

Note: Above data includes compilation by Mrs. Gertrude Sterns, Assistant Director of the High School and College Reading Clinic at Boston University. The above compilation is for the beginning of the year.

Appendix 2

Data Collection Form

School:____________________ Grade:______ Teacher:____________________ Room Number______

Name	Sex	Birth Date	Standardized Test	Date of Test	% Rank	Metropolitan Reading Achievement Test					ICR Test No. Skills Mastered	
						Date	Form	Level	Gr. Equivalent	Raw Score	Pre	Post
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

Appendix 2 con't.

Student's name on front	Name of Parent or Guardian	Address (Include Street, City, State, and Zip Code)	Telephone Number
Student #1			
Student #2			
Student #3			
Student #4			
Student #5			
Student #6			
Student #7			
Student #8			
Student #9			
Student #10			
Student #11			
Student #12			
Student #13			
Student #14			
Student #15			

Appendix 3

QUALIFICATIONS AND JOB DESCRIPTION OF TEACHING ASSISTANTS

Qualifications

1. High School graduate.
2. Previous experience working with children.
3. A commitment to the importance of reading.
4. A desire to work with children.
5. Freedom from racial prejudice.
6. Sense of humor.
7. Sensitive to the feelings and attitudes of others.
8. Willing to work in a pilot program and participate in training.
9. Possess good communication skills.
10. Show discretion in communicating with parents.

Job Description

1. Work under supervision of Program Supervisor and in coordination with classroom teacher and reading teacher.

2. Teaching Assistants may enhance and reinforce skills taught by regular classroom teacher or reading teacher. Instructional activities will be provided in vocabulary skills, comprehension skills, recognizing words in contest skills, reference skills and following direction skills. Methods used for reinforcement will be planned by classroom teacher or reading teacher (materials such as games, puzzles, filmstrips, listening centers, etc. will be provided as needed).

3. Teaching Assistants may construct materials for use by/with classroom teachers.

4. Teaching Assistants may use audio visual, multi-media resources and should be familiar with their availability.

5. Teaching Assistants may plan with classroom teachers or reading teacher for most effective use of materials.

6. Perform some clerical chores.

7. Help students learn how to score and record their own work.

8. Administer necessary tests.

9. Assist in diagnosis and evaluation of tests.

10. Prepare and submit reports.

Appendix 4

PRESERVICE TRAINING ROLE CLARIFICATION

Agree - Disagree Statements

(Teaching Assistants Working with Students)

INSTRUCTIONS: Reading each statement once. Check whether you agree (A) or diagree (D) with each statement. Take about four minutes for this. Then in small groups try to agree or disagree unanimously with each statement as a group. If your group cannot reach agreement or disagreement, change the wording in any statement enough to promote unanimity, so the majority agrees on the statement.

KEY: (A) if you agree (D) if you disagree

( ) 1. If the teacher decides ahead of time what the teacher assistant will do, many problems will be avoided.

( ) 2. A good classroom is one where childrens' feelings are more important than teacher's feelings.

( ) 3. Teacher assistants should adjust to the teacher's way of doing things at all times.

( ) 4. Teacher assistants should always leave disciplining to the teachers.

( ) 5. Specific duties of the teacher assistants are determined by school personnel.

( ) 6. It is important for adults working with students to love all children.

( ) 7. The teacher assistant helps the child to want to learn, but does not teach.

( ) 8. When working with young people, adults usually have favorite students and cannot help but show this favoritism to others.

( ) 9. Student intellectual growth is not natural without stress, anxiety and conflict.

( ) 10. Teacher assistants should never identify a child by name outside the school setting, nor should they ever criticize the family or school.

Appendix 4 cont.

( ) 11. Honest criticism of others is important in creating a favorable working atmosphere.

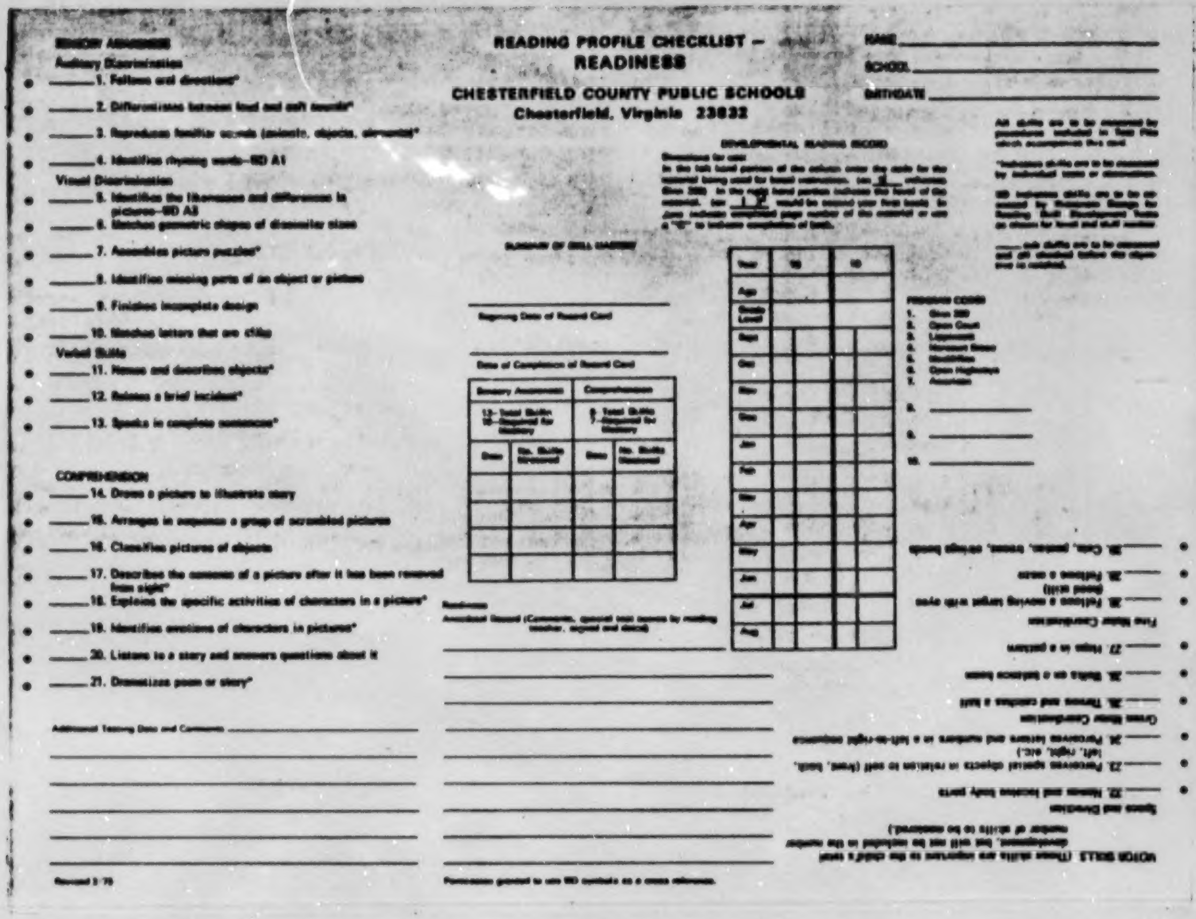
( ) 12. If the teacher/teacher assistant team does not work out, the principal should reassign the teacher aide.

( ) 13. Frequently the child is understood better by the teacher aide than by the teacher.

( ) 14. Moderation is one of the highest virtues an adult can possess.

(All of the above statements were modified or rewritten by the teaching assistants.)

Appendix 5



READING PROFILE CHECKLIST — READINESS

CHESTERFIELD COUNTY PUBLIC SCHOOLS
Chesterfield, Virginia 23832

NAME ______________________
SCHOOL ______________________
BIRTHDATE ______________________

SENSORY AWARENESS

Auditory Discrimination

- ______ 1. Follows oral directions*
- ______ 2. Differentiates between loud and soft sounds*
- ______ 3. Reproduces familiar sounds (animals, objects, elements)*
- ______ 4. Identifies rhyming words—SD A1

Visual Discrimination

- ______ 5. Identifies the likenesses and differences in pictures—SD A3
- ______ 6. Matches geometric shapes of dissimilar sizes
- ______ 7. Assembles picture puzzles*
- ______ 8. Identifies missing parts of an object or picture
- ______ 9. Finishes incomplete design
- ______ 10. Matches letters that are alike

Verbal Skills

- ______ 11. Names and describes objects*
- ______ 12. Relates a brief incident*
- ______ 13. Speaks in complete sentences*

COMPREHENSION

- ______ 14. Draws a picture to illustrate story
- ______ 15. Arranges in sequence a group of scrambled pictures
- ______ 16. Classifies pictures of objects
- ______ 17. Describes the contents of a picture after it has been removed from sight*
- ______ 18. Explains the specific activities of characters in a picture*
- ______ 19. Identifies emotions of characters in pictures*
- ______ 20. Listens to a story and answers questions about it
- ______ 21. Dramatizes poem or story*

Additional Testing Data and Comments ______________________

Revised 3-79

SUMMARY OF SKILL MASTERY

____
Beginning Date of Record Card

____
Date of Completion of Record Card

Sensory Awareness		Comprehension	
13—Total Skills 10—Required for Mastery		8—Total Skills 7—Required for Mastery	
Date	No. Skills Mastered	Date	No. Skills Mastered

Readiness
Anecdotal Record (Comments, special test scores by reading teacher, signed and dated)

Permission granted to use SD symbols as a cross reference.

DEVELOPMENTAL READING RECORD

Directions for use:
[illegible]

Year	19		19	
Age				
Grade Level				
Sept				
Oct				
Nov				
Dec				
Jan				
Feb				
Mar				
Apr				
May				
June				
July				
Aug				

PROGRAM CODES
1. [illegible]
2. Open Court
3. [illegible]
4. [illegible]
5. [illegible]
6. Open Highways
7. [illegible]
8. ______
9. ______
10. ______

All skills are to be assessed by [illegible]

*Indicates skills are to be measured by individual tests or observation.

SD indicates skills are to be assessed by [illegible]

[illegible]

MOTOR SKILLS (These skills are important to the child's total development, but will not be included in the number of skills to be mastered.)

Space and Direction

- ______ 22. Names and locates body parts
- ______ 23. Perceives spatial objects in relation to self (front, back, left, right, etc.)
- ______ 24. Perceives letters and numbers in a left-to-right sequence

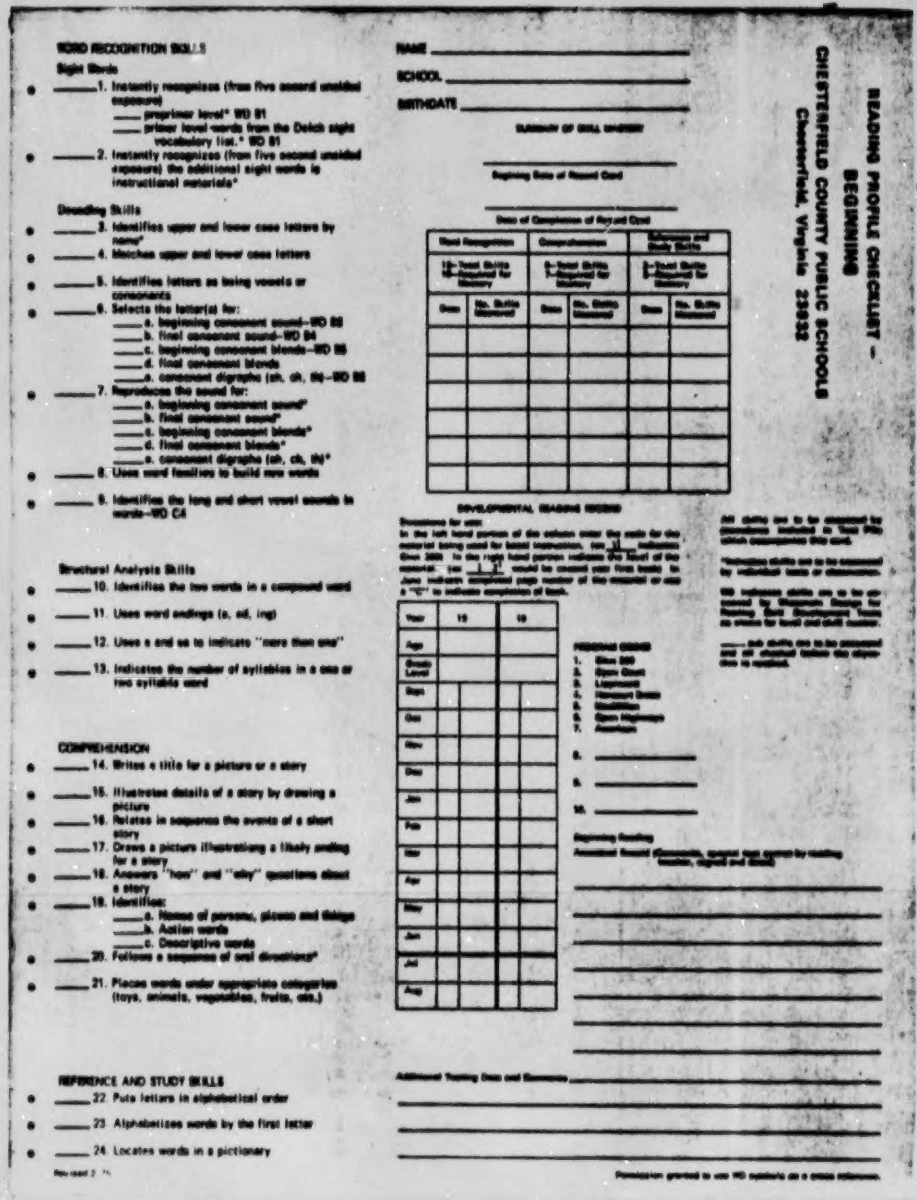
Gross Motor Coordination

- ______ 25. Throws and catches a ball
- ______ 26. Walks on a balance beam
- ______ 27. Hops in a pattern

Fine Motor Coordination

- ______ 28. Follows a moving target with eyes (basal skill)
- ______ 29. Follows a maze
- ______ 30. Cuts, pastes, traces, strings beads

Appendix 5 cont.



READING PROFILE CHECKLIST — BEGINNING
CHESTERFIELD COUNTY PUBLIC SCHOOLS
Chesterfield, Virginia 23832

WORD RECOGNITION SKILLS

Sight Words

- ● ______ 1. Instantly recognizes (from five second unaided exposure)
  - ____ preprimer level* WD B1
  - ____ primer level words from the Dolch sight vocabulary list.* WD B1
- ● ______ 2. Instantly recognizes (from five second unaided exposure) the additional sight words in instructional materials*

Decoding Skills

- ● ______ 3. Identifies upper and lower case letters by name*
- ● ______ 4. Matches upper and lower case letters
- ● ______ 5. Identifies letters as being vowels or consonants
- ● ______ 6. Selects the letter(s) for:
  - ____ a. beginning consonant sound—WD B3
  - ____ b. final consonant sound—WD B4
  - ____ c. beginning consonant blends—WD [illegible]
  - ____ d. final consonant blends
  - ____ e. consonant digraphs (sh, ch, th)—WD [illegible]
- ● ______ 7. Reproduces the sound for:
  - ____ a. beginning consonant sound*
  - ____ b. final consonant sound*
  - ____ c. beginning consonant blends*
  - ____ d. final consonant blends*
  - ____ e. consonant digraphs (sh, ch, th)*
- ● ______ 8. Uses word families to build new words
- ● ______ 9. Identifies the long and short vowel sounds in words—WD C4

Structural Analysis Skills

- ● ______ 10. Identifies the two words in a compound word
- ● ______ 11. Uses word endings (s, ed, ing)
- ● ______ 12. Uses s and es to indicate "more than one"
- ● ______ 13. Indicates the number of syllables in a one or two syllable word

COMPREHENSION

- ● ______ 14. Writes a title for a picture or a story
- ● ______ 15. Illustrates details of a story by drawing a picture
- ● ______ 16. Relates in sequence the events of a short story
- ● ______ 17. Draws a picture illustrating a likely ending for a story
- ● ______ 18. Answers "how" and "why" questions about a story
- ● ______ 19. Identifies:
  - ____ a. Names of persons, places and things
  - ____ b. Action words
  - ____ c. Descriptive words
- ● ______ 20. Follows a sequence of oral directions*
- ● ______ 21. Places words under appropriate categories (toys, animals, vegetables, fruits, etc.)

REFERENCE AND STUDY SKILLS

- ● ______ 22. Puts letters in alphabetical order
- ● ______ 23. Alphabetizes words by the first letter
- ● ______ 24. Locates words in a pictionary

Revised 2 '7[illegible]

NAME ______________________

SCHOOL ______________________

BIRTHDATE ______________________

SUMMARY OF SKILL MASTERY

____
Beginning Date of Record Card

____
Date of Completion of Record Card

Word Recognition		Comprehension		Reference and Study Skills	
[illegible]		[illegible]		[illegible]	
Date	No. Skills Mastered	Date	No. Skills Mastered	Date	No. Skills Mastered

DEVELOPMENTAL READING RECORD

Directions for use:
[illegible]

Year	19		19	
Age				
Grade Level				
Sept				
Oct				
Nov				
Dec				
Jan				
Feb				
Mar				
Apr				
May				
Jun				
Jul				
Aug				

READING SERIES
1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. ____________
9. ____________
10. ____________

Beginning Reading
[illegible]

[illegible]

*[illegible]

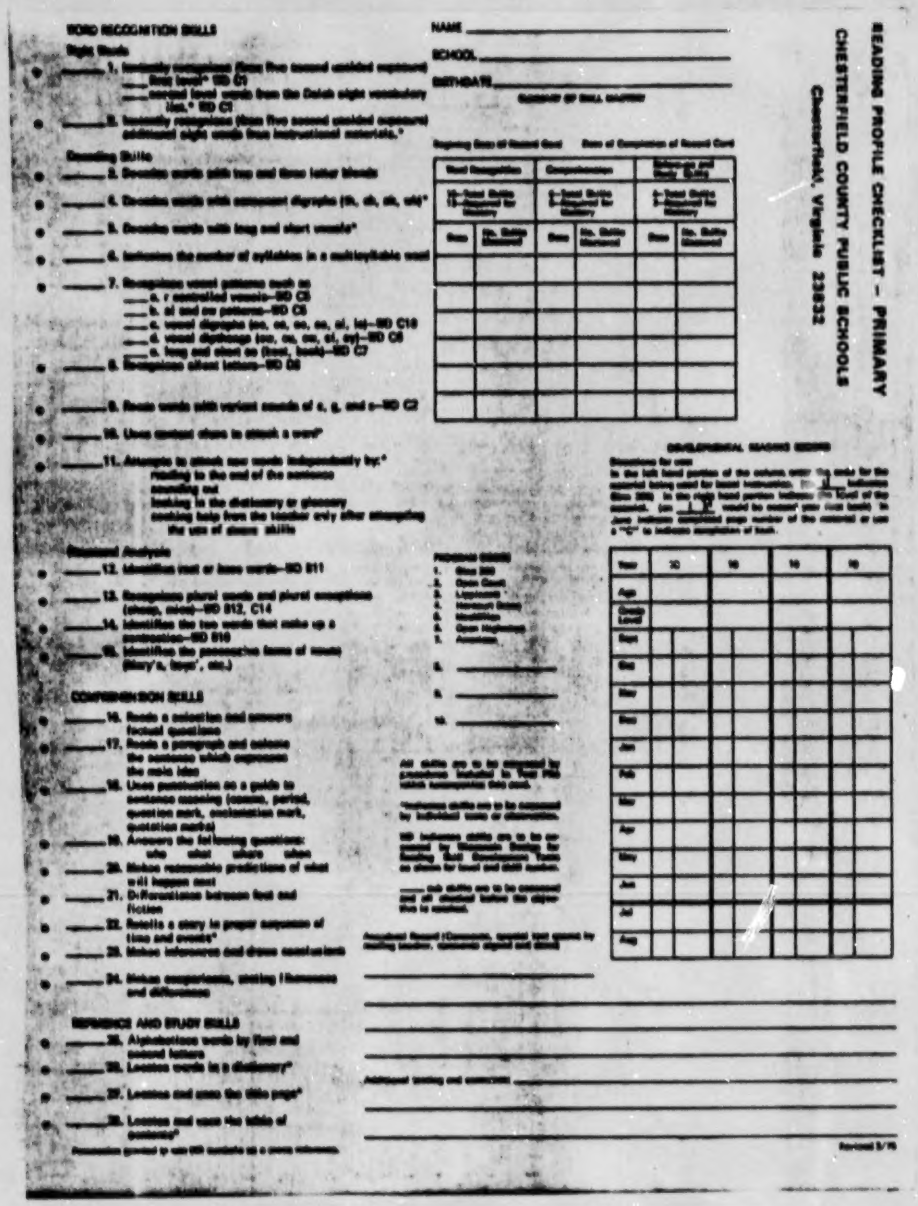
[illegible]

____ [illegible]

Additional Testing Data and Comments ______________________

Permission granted to use WD symbols as a cross reference.

Appendix 5 cont.

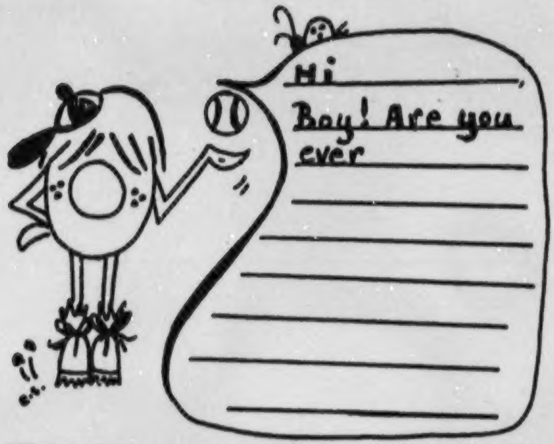


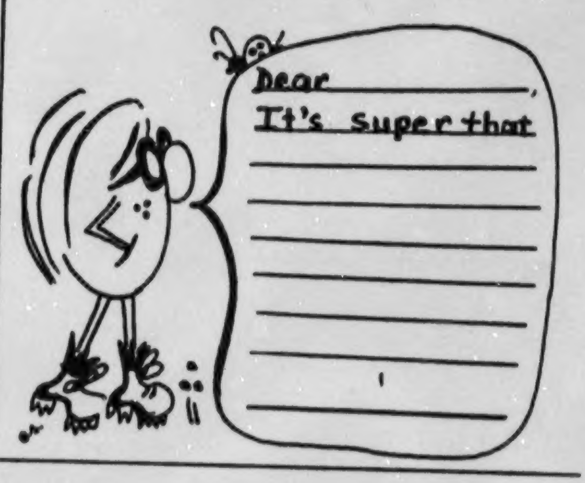
READING PROFILE CHECKLIST – PRIMARY
CHESTERFIELD COUNTY PUBLIC SCHOOLS
Chesterfield, Virginia 23832

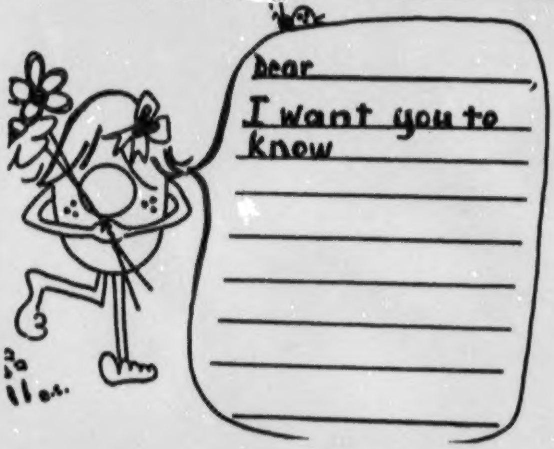
NAME
SCHOOL
BIRTHDATE

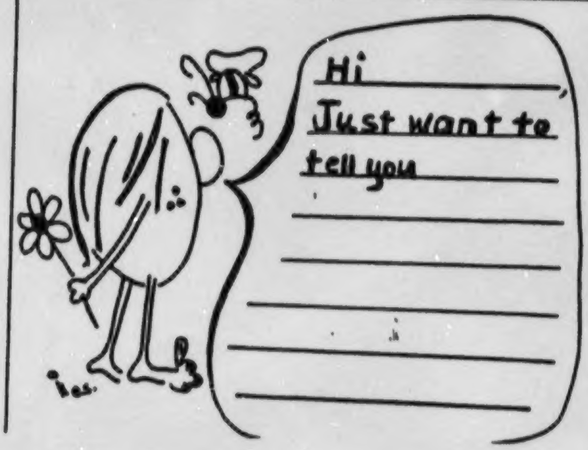
Appendix 6

Praise Notes for Positive Recognition


Hi ,
Boy! Are you ever


Dear ,
It's super that


Dear ,
I want you to know


Hi ,
Just want to tell you

Appendix 7

STUDENT ATTITUDINAL CHANGE SURVEY

Names	Positive attitude toward reading at the beginning of the program	Negative attitude toward reading at the beginning of the program	Positive attitude toward reading at the conclusion of the year	Negative attitude toward reading at the conclusion of the year	If a change to the positive, it can be observed by the following (More than one can be noted)

Code:

1. Verbally expresses a pleasure about reading
2. Will voluntarily select materials and read
3. Will agreeably perform tasks in reading
4. Talks about things he has read
5. Helps his peers with reading tasks
6. Asks for stories to be read to him
7. Other (specify)

Appendix 8

TEACHING ASSISTANT WORKSHOP

MEDIA SECTION

Following a media presentation related to the basic principles of media utilization, participants will select learning stations to complete at least the first eight Mini-Unit Learning Modules (MULM's).

1. Operate a 16mm motion picture projector.
2. Operate a film strip projector.
3. Operate the opaque projector.
4. Operate the record player.
5. Operate a 8mm film loop projector.
6. Operate a tape and cassette recorder.
7. Prepare and demonstrate the use of a transparency.
8. Complete the storytelling module.
9. Complete a poetry module.

(Sample MULM's follow. A variation of format was used to familiarize participants with terminology.)

Appendix 8 Cont.

MINI-UNIT LEARNING MODULE 7

TAPE RECORDER

Rationale:

A tape recording as a learning experience appeals to teachers and students alike for several reasons:

(a) It permits the individuals to hear themselves as they are heard by others.

(b) It capitalizes upon students' natural interest to hear themselves, thus motivating them in producing creative work and improving their reading or speech.

(c) Figuratively speaking, it permits the instructor (teacher, parent, etc.) to be in more than one place at a time.

(d) It provides unique opportunities for evaluation, both by the teacher and the students themselves.

Objective:

Given a reel to reel audit tape recorder, the necessary accessories, and a reel of audit tape, the participant will record his voice for a minimum of three minutes, rewind and play back to hear the recording. The learner will score at least four out of five on the post assessment.

Activities:

(a) Observe a demonstration of utilizing the recorder.

(b) Read the study guide "Tape Recorders".

(c) Read Instructional Media in the Learning Process, pp. 111-113, or Audio Visual Materials, pp. 337-350.

(d) After selecting a topic to discuss, or a passage to read, record your voice for three to five minutes.

(e) Play back the recording to evaluate your progress.

Appendix 8 Cont.

OPERATION OF TAPE RECORDER Cont.

POSTTEST

(a) The learner correctly threaded the machine. __________

(b) The learner successfully operated the controls to record and play back a three minute passage. __________

(c) The audio play back was clear and at a suitable volume. __________

(d) The learner correctly replaced the recorder and tapes. __________

(e) The learner could give at least two examples of how the tape recorder could be used in future lessons. __________

List examples below:

____

____

____

Appendix 9

STORYTELLING

General Statement:

Storytelling is a folk art that should be developed by all teachers and those working with children. It contributes much to a child/teacher relationship and to literature appreciation.

Performance Task:

After studying the art of storytelling, prepare a story and present it to a group of children. Complete the self-evaluation of the storytelling experience.

Learner Activities:

1. Attend the class presentation on storytelling.
2. Discuss the art of storytelling with the children's librarian at the local library. (Mrs. Goode, Chester)
3. Read "Guideposts to Effective Storytelling" (study sheet).
4. Read the study guide "I Get Ready to Tell a Story."
5. Examine at least two books on the topic.
6. Prepare a story.
7. Present the story to a group.
8. Evaluate according to the attached self-assessment.

Appendix 9 Cont.

STORYTELLING

Remember:

Storytelling is a folk art. It is a conversational type of art. You are sharing with your listeners SOMETHING which has amused, touched, taught or just interested YOU. You are really giving something of yourself. The flavor must be YOU, the attitude is YOU, the teller is submerged and the story is alive because you have shared YOURSELF with the listener.

TELL THE STORY SIMPLY, TELL IT SLOWLY AND TELL IT SINCERELY.

But the greatest of these is SINCERELY.

My voice:

Is my pitch too high?
Do I talk in my throat?
Is my tone dea, flat, unintentional?
Is my voice unbalanced - going off at random?
Do I talk too fast or too slow?
Is my speech clumsy?
Can I be easily understood?
Does my voice have life in it?
Do I sound confident of myself?
Is mine the friendly tone?

Attributes of beautiful voice in the order of their importance:

1. Control - wide breathing and diaphragm support.
2. Resonance - tone placement.
3. Purity - maintaining an open, relaxed throad.
4. Plain Speech - cleancut sounds from articulating organs.
5. Melody - ups and down of wide range.
6. Tempo - not too fast or too slow.
7. Vitality - life in the tone.
8. Personality - how much of you is in it.
9. Friendliness - spirit behind tone.

Exercises:

Use the word well in the following meanings:

1. Let me see.
2. Inquiringly
3. With finality
4. In surprise.
5. Disgust
6. What do you think of that.
7. Upon seeing a dear friend whom you have not seen for years.

Appendix 9 Cont.

AN EVALUATION SHEET FOR STORYTELLERS

	Evaluating the Storyteller	Yes	No
1.	Did the teller know the story?		
2.	Did the teller LIKE the story?		
3.	Was the story told simply without "putting on"?		
4.	Did the teller speak in a natural voice, distinctly and without prodding to speak louder?		
5.	Was the teller's articulation clear?		
6.	Was the teller's posture good?		
7.	Was the storyteller at ease?		
8.	Did the storyteller start with an apology?		
9.	Did the storyteller enjoy telling the story?		
10.	Were you relaxed as the storyteller told the story?		

	Evaluating the Story	Yes	No
1.	Was the story suitable for the age group?		
2.	Was the story definitely placed as to time and place?		
3.	Did the opening sentence arouse interest?		
4.	Did the story:		
	a. Have a good beginning?		
	b. Logical sequence of events?		
	c. Fast moving plot?		
	d. Strong climax?		
	e. Conclusion that immediately followed the climax?		
	f. Have some direct conversation?		

Appendix 9 Cont.

AN EVALUATION SHEET FOR STORYTELLERS Cont.

Evaluating the Story	Yes	No
5. Was there too much description?	____	____
6. Were all threads gathered up and all questions answered?	____	____
7. Did the story have literary merit?	____	____
8. Were all unnecessary parts left out?	____	____
9. Did the storyteller end without pointing out a moral?	____	____

Appendix 10

PRESERVICE EVALUATION

October 7 - 8, 11 - 12 - 13

1. Rank as to the benefit or meaningfulness to you (1-very beneficial, 2-fairly beneficial or 3-not very beneficial).

   ______ Orientation to the Role

   ______ Reading Skill Overview

   ______ Use of A-V Equipment

   ______ Discipline

   ______ Handwritting

   ______ Story Telling

2. I have a comfortable feeling about the expectations for my task.

   ______ Yes ______ No ______ Partially

3. I feel there is supportive assistance, if I need it.

   ______ Yes ______ No ______ Partially

4. The preservice was adequate in time spent.

   ______ Yes ______ No

5. The topics covered were adequate at this time.

   ______ Yes ______ No

6. Questions or topics I would like to have dealt with in future inservice sessions:

   ____

   ____

   ____

   ____

   ____

Appendix 11

Criterion Referenced Skill Continuum

	#	LEVEL A	*M	I
202	1-5	Identify words containing a, e, i, o, or u		
203	6	Match letter forms Bb, Hh, and Jj		
	7	Identify picture whose name begins with same sound as words given orally using /b/h/j/		
	8-10	Identify words containing Bb, Hh, Jj		
204	11	Match letter forms Rr, Yy, Zz		
	12	Identify picture whose name begins with same sound as words given orally using /r/y/z/		
	13-15	Identify words containing Rr, Yy, Zz		
205	16	Match letter forms Cc, Ff, Ss		
	17	Identify picture whose name begins with same sound as words given orally using /f/s/c/		
	18-20	Identify words containing Cc, Ff, Ss		
206	21	Match letter forms Kk, Ll, Mm		
	22	Identify picture whose name begins with same sound as words given orally using /k/l/m/		
	23-25	Identify words containing Kk, Ll, Mm		
207	26	Match letter forms Nn, Pp, Vv		
	27	Identify picture whose name begins with same sound as words given orally using /n/p/v/		
	28-30	Identify words containing Nn, Pp, Vv		
208	31	Match letter forms Qq, Tt, Ww		
	32	Identify picture whose name begins with same sound as words given orally using /q/t/w/		
	33-35	Identify words containing Qq, Tt, Ww		
209	36	Match letter forms Dd, Gg, Xx		
	37-38	Identify picture whose name begins with same sound as words given orally using /d/g/x/		
	39-41	Identify words containing Dd, Gg, Xx		

LEVEL 1

212-213	42	Identify a word that begins with the same sound as two picture names: /m/		
	43	Beginning sound: /s/		
	44	Beginning sound: /t/		
	45	Beginning sound: /b/		
	46	Beginning sound: /r/		
	47	Beginning sound: /c/		
	48	Beginning sound: /l/		
	49	Beginning sound: /d/		
214-215	50	Beginning sound: /n/		
	51	Beginning sound: /f/		
	52	Beginning sound: /p/		
	53	Beginning sound: /g/		
	54	Beginning sound: /h/		
	55	Beginning sound: /j/		
	56	Beginning sound: /k/		
	57	Beginning sound: /y/		
		* M - Mastered I - Instruction Needed		

	#	LEVEL 1 continued	M	I
BKLT 216-217	58	Identify a word that ends with the same sound as two picture names: /d/		
	59	Ending sound: /m/		
	60	Ending sound: /t/		
	61	Ending sound: /p/		
	62	Ending sound: /g/		
	63	Ending sound: /r/		
	64	Ending sound: /l/		
	65	Ending sound: /k/		
218-219	66	Identify a word that has same vowel sound as two picture names: short /a/		
	67	Short vowel sound /e/		
	68	Short vowel sound /i/		
	69	Short vowel sound /o/		
	70	Short vowel sound /u/		
	71	Long vowel sound /e/		
	72	Long vowel sound /o/		
	73	Long vowel sound /u/		
222-223	74	(VC+E) /i/		
	75	(VC+E) /a/ 12		
	76	open, long /e/ me		
	77	open /o/ go		
	78	open /y/ by 10		
	79	regular /ay/ /ai/		
	80	regular /ee/ see		
	81	/ow/ know 1		
224-225	82	Identify the initial blend that completes the name of a picture: /st/		
	83	Initial blend /fl/		
	84	Initial blend /bl/ 2		
	85	Initial blend /cl/ 4		
	86	Initial blend /tr/		
	87	Initial blend /gr/		
	88	Initial blend /sm/		
	89	Initial blend /sw/		
226-227	90	Identify the correct plural noun for -s to complete a sentence		
	91	Answer details about a written passage with a high frequency of -s plural nouns		
	92	Plural noun form -es		
	93	Identify the correct third person singular verb form -s to complete a sentence		
	94	Third person singular verb form -es 12		
	95	Select a word that completes a hyphenated compound word and names a picture		
	96	Select a word that completes an unhyphenated compound word and names a picture		
	97	Identify a word that completes a sentence describing space relationships in picture		

Appendix 11cont.

Criterion Referenced Skill Continuum

BKLT	OBJT #	LEVEL 1 continued	M	I
228-229	98	Identify correct past tense verb form to complete a sentence: -ed		
	99	Past tense verb, double final cons. add -ed, batted		
	100	Past tense verb, drop final e, add -ed, baked		
	101	Identify correct participle verb form to complete a sentence: -ing		
	102	Pres. participle verb, double final cons., add -ing, batting		
	103	Pres. participle verb, drop final e, add -ing, baking		
	104	Identify correct singular possessive noun to complete a sentence: -'s		
	105	Identify a word or phrase that completes an inference drawn from sentences		
232-233	106	Answer questions about time relationships in a passage w/ high freq. of long vowel digraphs		
	107	Answer questions about the main idea in a passage w/ a high frequency of initial digraph /ch/		
	108	Predict the outcome of a passage w/ a high frequency of initial cons. blends /-r/		
	109	Answer questions in a story with a high frequency of contractions - 's		
	110	Answer questions about space relationships in a story		
	111	Identify the proper chronology of sentences		
	112	Answer questions about time relationships in a story		
	113	Identify the main idea supported by a set of sentences		

LEVEL 2

BKLT	OBJT #	LEVEL 2	M	I
234-235	114	Identify a word that ends with the same sound as two picture words: /b/		
	115	Ending sound /g/		
	116	Ending sound /s/		
	117	Identify a word with same long/short vowel sound as given wd. with VCC+E or VC+E		
	118	Identify a word that does NOT have same vowel sound as two picture names: (i, e, u) + /r/		
	119	Identify a word that has the same vowel sound as 'care'		
	120	Same vowel sound as 'pair'		
	121	Identify a word that ends with the same sound as two picture names: /nk/		
236-237	122	Identify a word with the same vowel sound as two picture names: Regular /ai/		
	123	, Regular /oa/		
	124	Regular /ee/		
	125	Irreg. long /oo/ moon		
	126	Identify a word with/without same vowel sound as 2 picture names: Irreg. short /oo/ book		
	127	With or without Irreg. /ou/, /ow/ loud clown		
	128	Identify a word with the same vowel sound as two picture names: Irreg. /aw/ paw		
	129	Same vowel sound as /ar/		
238-239	130	Identify correct initial digraph to complete the name of a picture: /ch/		
	131	Initial digraph /sh/		
	132	Initial digraph /th/		
	133	Initial digraph /wh/		
	134	Identify correct final blend to complete the name of a picture: /nd/		
	135	Identify correct plural noun form to complete a sentence: (-es)		
	136	Plural noun form (-s)		
	137	Identify correct verb form to complete a sentence regular third pers. sing. (-s)		

BKLT	OBJT #	LEVEL 2 continued	M	I
242-243	138	Identify correct verb form to complete a sentence: regular third person sing. -es		
	139	Identify correct suffix to complete a word - ing		
	140	Identify correct plural possessive noun form (s')		
	141	Match a phrase to its contraction (I am = I'm)		
	142	Identify a suffix that completes a comparative adjective used in a sentence (er)		
	143	Identify a suffix that completes a superlative adjective in a sentence (est)		
	144	Identify a second word to complete a compound word		
	145	Identify a meaning of an unfamiliar word from context clues		
244-245	146	Identify a pair of antonyms from several pairs of words		
	147	Identify a pair of synonyms from several pairs of words		
	148	Answer questions about space relationships in an illustration		
	149	Identify a key word or phrase that answers questions about a set of sentences		
	150	Identify the order in which a list of sentences occurs in time		
	151	Select a phrase that is the answer to a riddle		
	152	Classify two items as like or unlike		
	153	Identify a phrase that describes an outcome of a story		
246-247	154	Identify a word which arranges events in the order they occurred in a story (before / after)		
	155	Identify attributes common to two characters of a story		
	156	Identify a word or phrase that completes the main idea of a story		
	157	Identify a sentence that best summarizes a story		
	158	Identify a word or phrase that completes a sentence rephrasing the main idea		
	159	Identify words describing the emotion expressed by a character		
	160	Identify reason for a character's action		
	161	Identify the cause of an event		

LEVEL 3

BKLT	OBJT #	LEVEL 3	M	I
248-249	162	Identify consonant in picture name as at beg./end		
	163	Identify vowel sound in one-syllable words: short /a/		
	164	Short /i/		
	165	Identify word with long vowel sound in a list of words with VC+E and VC patterns		
	166	Identify word which contains same irregular vowel digraph as a picture name: /oi/		
	167	Irregular vowel digraph /oy/		
	168	Identify correct word to complete a sentence from a list with a vowel + /r/ or /l/		
	169	Identify a word that begins with the same cons. blend as a picture name: /cl/		
252-253	170	Identify the correct final blend to name a picture /ld/		
	171	Final blend /lt/		
	172	Final blend /mp/		
	173	Identify the correct - ing verb form to complete a sentence		
	174	Identify the full word form of a contraction		
	175	Identify the suffix that completes a word in a sentence - ly		
	176	Classify words as one- or two-syllable		
	177	Identify the meaning of a word from its context		

Appendix 11 cont.

Criterion Referenced Skill Continuum

SKLT	OBJ #	LEVEL 3 continued	M	I
254-255	178	Identify correct form of adjective to complete a sentence (comparative, superlative)		
	179	Identify correct word to complete a sentence of definition		
	180	Identify the best definition of a word with multiple meanings given in a sentence		
	181	Identify a prefixed word (un-) given a synonym and a set of words		
	182	Identify the correct suffix to complete a word in a sentence (ful)		
	183	Suffix (-less)		
	184	Identify the proper sequence of a list of sentences		
	185	Identify a sentence NOT in sequence describing an event		
256-257	186	Answer questions about details in a passage w/a high frequency of unfamiliar words + definitions		
	187	Identify word or phrase answering questions about specific information in a familiar short story		
	188	Rearrange statements summarizing a passage in proper order		
	189	Answer questions about the attributes of characters in a story		
	190	Answer questions about space relationships in a short story		
	191	Identify a word or phrase that supports the main idea of a short story		
	192	Identify a sentence that tells the main idea of a short story		
	193	Identify details that directly support the main idea of a short story		
258-259	194	Identify the implied main idea of a passage		
	195	Identify the sentence describing the probable outcome of a story		
	196	Identify events which preceded those described in a passage		
	197	Identify implied details not explicitly stated in a passage		
	198	Identify the best statement of cause for an event in a passage		
	199	Identify the implied cause of a character's actions in a story		
	200	Answer specific questions about facts in a passage		
	201	Answer specific questions about facts in article		

LEVEL 4

262-263	202	Identify silent consonants in list of words		
	203	Identify short vowel word to complete a sentence		
	204	Identify word in the CVC or VV pattern that has either a long /a/ or long /e/		
	205	Identify vowel pattern to complete a word in a sentence /au/ /aw/ /ou/ /ow/		
	206	Vowels missing /oi/ /oy/ short /oo/ book Long /oo/ moon		
	207	Identify irregular vowel pattern to complete a word in a sentence /ie/ or /ei/		
	208	Irregular vowels missing /ea/		
	209	Match verb to correct -ing form (double final cons. or drop final e + ing)		
264-265	210	Identify past tense verb form to complete a sentence (-ed, double final cons. + ed)		
	211	Identify irregular third person singular verb form to complete a sentence		
	212	Identify past tense verb form (y to i + ed)		
	213	Identify the number of syllables in a word		
	214	Identify a two syllable word with medial consonants from a list		
	215	Identify the syllabication of a two-syllable word with one medial consonant		
	216	Syllabicate 2-syllable word, final -le		
	217	Identify definition of word or phrase from context		

SKLT	OBJ #	LEVEL 4 continued	M	I
266-267	218	Identify a word that fits a description		
	219	Identify one word that has two meanings, and pronunciations to complete 2 sentences (pro' ject, pro ject')		
	220	Identify a key word in a story to use in selecting details		
	221	Answer specific questions about the information in a familiar passage		
	222	Answer specific questions about the information in an unfamiliar passage		
	223	Identify details to support the main idea		
	224	Answer specific questions about space relationships in a story		
	225	Sequence events in a story		
268-269	226	Answer specific questions about the time relationships in a story		
	227	Classify attributes of a group of animals as similar or different		
	228	Identify a statement that rephrases the main idea of a passage		
	229	Identify the main idea of one part of a two- or three-part story		
	230	Identify future events in a story based on events from a passage		
	231	Identify cause-effect relationship in a story		
	232	Identify attributes common to two groups of people or two processes		
	233	Identify details NOT explained in factual art.		

LEVEL 5

272-273	234	Select short vowel word to complete sentence		
	235	Syllabicate a three-syllable word		
	236	Identify the root of an affixed word, (unknowingly)		
	237	Define correctly an affixed word		
	238	Define an unfamiliar word by selecting a synonym		
	239	Identify an antonym		
	240	Identify a word for completing a sentence by finding its definition within the sentence		
	241	Identify a phrase to complete a sentence by using context clues		
274-275	242	Identify a word to complete a sentence by using context clues		
	243	Identify the definition of word with multiple meanings by using context clues		
	244	Match a word with multiple meanings to all its definitions		
	245	Identify key words in skimming a passage		
	246	Identify a sentence that means same as given sentence but has different functional units		
	247	Select phrase that answers questions about unfamiliar passage		
	248	Identify time passed in a passage containing clues about time		
	249	Identify the statement making a logical inference based on story		
276-277	250	Identify a sentence which does not support the main idea		
	251	Identify features that do or do not relate to a class of things		
	252	Identify sentence which rephrases the main idea of a passage		
	253	Main idea of a paragraph		
	254	Identify the phrase which completes the implied cause-effect relationship		
	255	Identify an implied statement that supported by information in a passage		
	256	Identify a conclusion either supporting or not supporting details in passage		
	257	Identify a word completing a statement about similarity or difference between character in a story		

Appendix 11 cont.

Criterion Referenced Skill Continuum

SKLT	OBJT #	LEVEL 5 continued	M	I
278-279	258	Select the correct word or phrase to complete a sentence in a familiar passage		
	259	Identify a word that completes a sentence comparing characters in a story		
	260	Identify a sentence that summarizes a paragraph		
	261	Identify the best description of an author's intent		
	262	Identify the purpose of a passage: to persuade, to inform, or to entertain		
	263	Identify the emotion described in a passage		
	264	Classify phrases: describing actions, forming visual pictures, denoting sounds		
	265	Identify statements of fact and opinion		

LEVEL 6

282-283	266	Syllabicate a 2-syllable word w/1 medial consonant		
	267	Identify missing vowels in a word: irregular /ou/ /aw/ /ow/ /ou/		
	268	Identify the affixed word needed to complete a sentence		
	269	Identify an unfamiliar root to combine with a given prefix and definition		
	270	Identify a synonym for an unfamiliar word in a sentence		
	271	Identify a word that completes a sentence of definition		
	272	Identify the definition of an underlined word in a sentence		
	273	Select a phrase in a sentence that is the clue to the meaning of an unknown word		
284-285	274	Identify the meaning of an unknown word in a sentence		
	275	Identify the meaning of a word that has multiple meanings from context		
	276	Identify the detail that answers a question about a story		
	277	Arrange events from a story in chronological order		
	278	Identify the main idea of a paragraph		
	279	Select the best explanation for a character's actions		
	280	Identify the phrase that completes a sentence describing an implied cause-effect relationship		
	281	Identify a statement as general or specific		
286-287	282	Sequence a set of related sentences		
	283	Identify an attribute that helps an object perform a function		
	284	Identify the main idea of a selection		
	285	Identify the main idea of a selection		
	286	Select an accurate interpretation of a new idea in a passage		
	287	Select evidence in a reading selection to support (or NOT) a given statement		
	288	Compare author's attitudes toward parallel subject matter in the given selections		
	289	Identify an author's purpose: for information, persuasion or entertainment		
288-289	290	Identify phrases in a news story that answer questions "when" and "where"		
	291	Identify an analogy about two characters in a story as T or F		
	292	Identify statements of fact and opinion		
	293	Identify a map or location on a map given a set of directions		
	294	Identify facts which support (or NOT) a general statement in social science		
	295	Identify a logical conclusion to a simple experiment		
	296	Match the question portion of a math problem to the rest of it		
	297	Classify a passage as description, narration or exposition		

SKLT	OBJT #	LEVEL 7.	M
292-293	298	Match a root and definition with the missing prefix or suffix	
	299	Identify the definition of a word from its context	
	300	Classify statements from a passage as relevant or irrelevant	
	301	Identify implied information from a magazine advertisement	
	302	Identify an author's attitude as favorable, neutral or negative	
	303	Identify objects compared in analogy	
	304	Identify logical (illogical) implications in an analogy as T or F	
	305	Identify a statement that is not an analogy in a list of sentences	
294-295	306	Identify a passage as description, narration or exposition	
	307	Identify the phrase that best describes the mood of a passage	
	308	Identify similarities or differences in two customs	
	309	Identify source of valid information for an objective evaluation of problem situation	
	310	Match a numerical statement to its printed word form	
	311	Classify a quantity in a word problem as necessary/unnecessary for the solution	
	312	Identify an hypothesis for an experiment	
	313	Identify evidence to support an hypothesis	

LEVEL 8

296-297	314	Identify word among synonyms best fitting context	
	315	Identify the best definition for a word with multiple meanings (context clues)	
	316	Paraphrase a written passage	
	317	Identify evidence in an article that supports a given statement	
	318	Match a list of characteristics to a character in a short story	
	319	Arrange a list of events by relationships of cause-effect	
	320	Identify characteristics common to science and social science	
	321	Identify exaggerations or opinions	
298-299	322	Identify phrases appealing to fear, hostility, discomfort	
	323	Identify facts about two nations as common to/different from	
	324	Identify bias as exaggeration or prediction presented as fact	
	325	Identify operations necessary to solve a math word problem	
	326	Identify numerical symbols equivalent to written symbols (fraction, percent, decimal)	
	327	Identify statement in lab experiment demonstrating scientific process	
	328	Identify the main plot of a story with at least two plots	
	329	Identify the purpose of an editorial: to explain, criticize, praise, persuade, entertain	

REORDER NO 7 7051

Appendix 12

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DISTRICT-CHESTERFIELD                        STUDENT SUMMARY                          PRO.NO. 4596   37

SCHOOL-                                      READING                                  NICHOLS AMY
                                                                                      STU-ID 800760097
CLASS-                                       PAGE 01

                                                                             OPEN COURT
ICRT                                                  --ARPL--  CLUES '72   OPEN CT L A
OBJ                                                   LVL LSSN ADV CL '75    1971-1973
NO.     --YOU WERE ABLE TO--
0042 FIND THE BEGINNING /M/ SOUND IN WORDS             2  1B1    5A 9A      1-1-1/26
0043 FIND THE BEGINNING /S/ SOUND IN WORDS             2  2A1    5A 9A      1-1-1/26
0044 FIND THE BEGINNING /T/ SOUND IN WORDS             2  1A2    5A 9A
0045 FIND THE BEGINNING /B/ SOUND IN WORDS             2  1A1    5A 9A
0046 FIND THE BEGINNING /R/ SOUND IN WORDS             2  2A1    5A 9A
0047 FIND THE BEGINNING HARD /C/ SOUND IN WORDS        2  1B1    23A        1-1-2/14,70
0048 FIND THE BEGINNING /L/ SOUND IN WORDS             2  1A2    5A 9A
0049 FIND THE BEGINNING /D/ SOUND IN WORDS             2  1A1    5A 9A
0063 FIND THE FINAL /M/ SOUND IN WORDS                 2  2B1               1-1-1/46


       --YOU NEED TO REVIEW HOW TO--
0057 FIND THE BEGINNING /Y/ SOUND IN WOPDS             1  3B1    2A 9A      1-1-2/14,70
0058 FIND THE FINAL /D/ SOUND IN WORDS                 1  4A1    2B 9B
0061 FIND THE FINAL /N/ SOUND IN WORDS                 1  4A2    3A 9B      1-1-1/46
0062 FIND THE FINAL /P/ SOUND IN WORDS                 1  4A2    3B 9B


       --YOU NEED TO LEARN HOW TO--
0050 FIND THE BEGINNING /N/ SOUND IN WORDS             1  2B1    2A 9A      1-1-1/42
0051 FIND THE BEGINNING /F/ SOUND IN WORDS             1  2B2    2A 9A      1-1-1/42
0052 FIND THE BEGINNING /P/ SOUND IN WORDS             1  2B2    1B 9A
0053 FIND THE BEGINNING /G/ SOUND IN WORDS             1  3A1    20A 23B
0054 FIND THE BEGINNING /H/ SOUND IN WORDS             1  3A1    1B 9A      1-1-1/26,42
0055 FIND THE BEGINNING /J/ SOUND IN WORDS             1  3A2    2A 9A      1-1-2/78,94
0056 FIND THE BEGINNING /K/ SOUND IN WORDS             1  3A2    1B 9A      1-1-2/14,70
0059 FIND THE FINAL /M/ SOUND IN WORDS                 1  4A1    3B 9B
0060 FIND THE FINAL /T/ SOUND IN WORDS                 1  4A1    3B 9B
0064 FIND THE FINAL /L/ SOUND IN WORDS                 1  4B1    2B 9B      1-1-1/38
0065 FIND THE FINAL /K/ SOUND IN WCRDS                 1  4B2               1-1-2/10,34
0066 FIND THE SHORT /A/ SOUND IN WORDS                 1  5A1    4A 10A     1-1-2/62,102
0067 FIND THE SHORT /E/ SOUND IN WORDS                 1  5A2    4B 10A     1-1-2/50,62
0068 FIND THE SHORT /I/ SOUND IN WORDS                 1  5B1    4A 10A     1-1-2/30,62
0069 FIND THE SHORT /O/ SOUND IN WORDS                 1  5B2    4B 10A
0070 FIND THE SHORT /U/ SOUND IN WORDS                 1  6A1    4B 10A     1-1-2/70,74
0071 FIND THE LONG /A/ SOUND IN WORDS                  1  6B1    13A 21A    1-1-1/58,70
0072 FIND THE LONG /U/ SOUND IN WORDS                  1  6B2    13B 21A    1-1-1/82,90
0073 FIND THE /EE/ SOUND IN WORDS                      1  7A2    14B 21A    1-1-1/30,34
0074 FIND THE LONG /I/ SOUND IN WORDS                  1  6B1    13A 21A    1-1-1/34,50
0075 FIND THE LONG /O/ SOUND IN WORDS                  1  6B2    13B 21A    1-1-1/66,70
0076 FIND THE OPEN /E/ SOUND IN WORDS                  1  7A1               1-1-1/30,62
0077 FIND THE OPEN /O/ SOUND IN WORDS                  1  7A1               1-1-1/78
0078 FIND THE OPEN /Y/ SOUND IN WORDS                  1  7A1    18A 22B    1-1-1/30,54
0079 FIND THE /AI-AY/ SOUND IN WORDS                   1  7B1    14A 21A    1-1-1/54,58
0080 FIND THE /OE/ (LONG O) SOUND IN WORDS             1  7B2    15A 21B
0081 FIND THE /OW/ (LONG O) SOUND IN WORDS             1  7B2               1-1-1/62,78
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educational progress a division of **educational development corporation** (EDC#0603)

Appendix 13

CLASSROOM TEACHER AND SPECIAL SERVICES INSTRUCTIONAL PLAN*

Classroom Teacher ____________________ For Week of ________________________

Special Teacher ____________________

Students' Names	Classroom Teacher's Instructional Plans	Special Teacher's Instructional Plans	Comments (Classroom Teacher/Special Teacher)

*Due to special requirements, L. D. will use their communication form. All other special services will utilize this form.

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DISTRICT - CHESTERFIELD                INDIVIDUALIZED CRITERION REFERENCEC TESTING         PRO. NO. 4596    37
SCHOOL -                                 INSTRUCTIONAL GROUPING BY OBJECTIVE                DATE TESTED
CLASS -                                              READING                                PAGE   1
                                             * = NEEC TO LEARN
                                             # = NEEC TO REVIEW
ICRT                                                                           OPEN COURT
OBJ.                                                       --ARPL-- CLUES      OPEN CT L A
NO.  OBJECTIVE DESCRIPTION                                 LVL LSSN 72, 75     1971-1973

0042 FIND THE BEGINNING /M/ SOUND IN WORDS                 1  1A1  1B 9A       1-1-1/26

*JOYNER MICHAEL   #HASKINS GRADY    #SURLEY CHANDERA  #SULLIVAN TRACY
#PAWLING HEATHER                                                                         12 ATT  7 PAS
--------------------------------------------------------------------------------------------------------
0043 FIND THE BEGINNING /S/ SOUND IN WORDS                 1  1A2  1B 9A       1-1-1/26

*JOYNEP MICHAEL   *HASKINS GRADY    #SURLEY CHANDERA                                     12 ATT  9 PAS
--------------------------------------------------------------------------------------------------------
0044 FIND THE BEGINNING /T/ SOUND IN WORDS                 1  1B1  2A 9A

*JOYNEP MICHAEL   *HASKINS GRADY    #SURLEY CHANDERA  #JONES SHEILA
#SULLIVAN TRACY   #PAWLING HEATHER                                                       12 ATT  6 PAS
--------------------------------------------------------------------------------------------------------
0045 FIND THE BEGINNING /B/ SOUND IN WORDS                 1  1B2  1A 9A

*JOYNER MICHAEL   #HASKINS GRADY    #SURLEY CHANDERA                                     12 ATT  9 PAS
--------------------------------------------------------------------------------------------------------
0046 FIND THE BEGINNING /R/ SOUND IN WORDS                 1  2A1  1B 9A

*SURLEY CHANDERA  *SULLIVAN TRACY   *PAWLING HEATHER  #JOYNER MICHAEL
#HASKINS GRADY                                                                           12 ATT  7 PAS
--------------------------------------------------------------------------------------------------------
0047 FIND THE BEGINNING HARD /C/ SOUND IN WORDS            1  2A2  20A 23A     1-1-2/14,70

*JOYNEP MICHAEL   *HASKINS GRADY    #PAWLING HEATHER                                     12 ATT  9 PAS
--------------------------------------------------------------------------------------------------------
0048 FIND THE BEGINNING /L/ SOUND IN WORDS                 1  2A2  1B 9A

*JOYNER MICHAEL   *HASKINS GRADY    *BAUGH VICKIE     *SURLEY CHANDERA                   12 ATT  8 PAS
--------------------------------------------------------------------------------------------------------
0049 FIND THE BEGINNING /D/ SOUND IN WORDS                 1  2B1  1B 9A

*SURLEY CHANDERA  *ALLEN RUSSELL    #JOYNER MICHAEL   #HASKINS GRADY
#BAUGH VICKIE     #PAWLING HEATHER                                                       12 ATT  6 PAS
--------------------------------------------------------------------------------------------------------
0050 FIND THE BEGINNING /N/ SOUND IN WORDS                 1  2B1  2A 9A       1-1-1/42

*JOYNER MICHAEL   *NICHOLS AMY      *HASKINS GRADY    *PAWLING HEATHER
*ALLEN RUSSELL    #EADS KRISTA      #BAUGH VICKIE     #SURLEY CHANDERA
#SULLIVAN TRACY                                                                          12 ATT  3 PAS
--------------------------------------------------------------------------------------------------------
0051 FIND THE BEGINNING /F/ SOUND IN WORDS                 1  2B2  2A 9A       1-1-1/42

*NICHOLS AMY      #JOYNER MICHAEL   #HASKINS GRADY    #BAUGH VICKIE
#SURLEY CHANDERA                                                                         12 ATT  7 PAS
--------------------------------------------------------------------------------------------------------
0052 FIND THE BEGINNING /P/ SOUND IN WORDS                 1  2B2  1B 9A

*JOYNER MICHAEL   *NICHOLS AMY      #HASKINS GRADY    #BAUGH VICKIE

educational progress  a division of  educational development corporation              (EDC#0665)
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Appendix 15

TEACHING ASSISTANT INSERVICE

November 8, 1976 6:30 - 9:30 p.m.

Board Room A, School Administration Building

Objective: To be able to select, explain and use components of Critical Reading Skills kit for comprehension.

1. Use of student paperback reader.
2. Play cassette for audio input for lesson purposes.
3. Select skill task cards which accompany reading story.
4. Record pupil progress as indicated by achievement on task cards.
5. Where appropriate, utilize reading pacer filmstrip.

Appendix 16

Inservice Agenda

February 9, 1977

6:30 - 9:30 P. M.

Mrs. Sheila Leckie, Assistant Principal, Salem Church Elementary will meet with the group.

OBJECTIVE - To develop and produce items that will designate their reading area and will make their working space attractive and motivating to students; and to develop student communication forms such as Happy-Gram to give personal contact to each student.

1. Door Labels
2. Mobiles
3. Charts and Posters
4. Here's To You Box

Please bring scissors, glue, magic markers, scotch tape, and masking tape with you. Also, bring pictures that may be enlarged with the opaque projector to use on your posters.

(Please tear here and give to Mrs. Leckie upon completion.)

EVALUATION

1. I produced 1____ 2____ 3____ more ____ items for use in my area.

2. The inservice was:

Highly Satisfactory ______

Satisfactory ______

Unsatisfactory ______

Appendix 17

CHESTERFIELD COUNTY PUBLIC SCHOOLS
CHESTERFIELD, VIRGINIA 23832 – (804) 748-1405
Dr. Howard O. Sullins, Division Superintendent

Division of Curriculum and Instruction

TO: Teacher Assistants

FROM: Hazel McDorman

RE: Inservice, Wednesday, February 23

DATE: February 17, 1977

Mrs. Shirley Foutz, Richmond Newspapers, will meet with us in Dr. Carn's conference room at Central Office, Wednesday, February 23, 6:30 - 9:30 P. M., for inservice on how to use the newspaper to teach reading skills.

I have ordered enough copies of the Richmond Times Dispatch so that you will have one newspaper for each of your 4th, 5th, and 6th grade students on every Thursday so that you can implement some of the ideas that Mrs. Foutz will be presenting. The effort and intention here is to provide a source for instruction that will be motivating and will also illustrate functional reading.

Appendix 18

T. A. Inservice

Wednesday, April 27, 1977

6:30 - 9:30 P. M.

AGENDA

1. Announcements
2. Posttesting Procedures
    a. Administration of C.R.T.
    b. Packaging and Coding
3. Inventory of Materials
4. Data Collection for Program Evaluation

EVALUATION

1. I am prepared to administer posttests to the students in the reading improvement program.

   Yes ______ No ______ Not Sure ______

2. I understand how I am to inventory the reading materials supplied through the reading improvement program.

   Yes ______ No ______

3. I understand what I am to do about other data collection for evaluation of the reading improvement program.

   Yes ______ No ______

Signed ______________________________

Appendix 19

Use of Newspapers

INSERVICE EVALUATION

1. I can use: some of the ideas_______
few of the ideas_______
none of the ideas_______

2. The inservice was sufficient so that I would feel:
competent in using the newspaper_______________
fairly secure in using the newspaper___________
confused and unable to use the newspaper_______

3. I think this will be a:
motivating factor______________
will motivate a few____________
inappropriate for my needs_______

4. For the next inservice, I suggest the following topic:

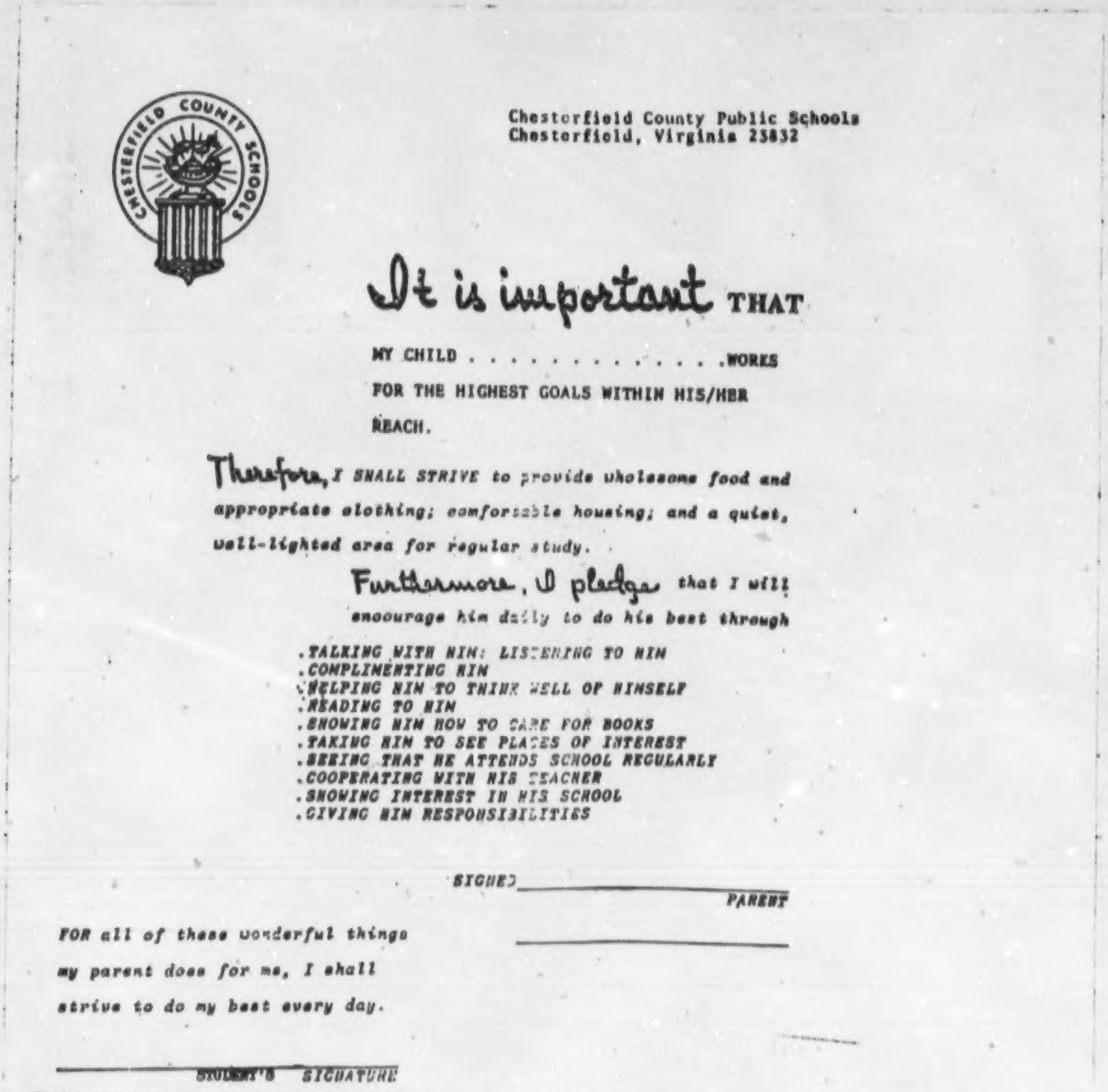
____

____

____

Appendix 20

Parent Student Contract



Chesterfield County Public Schools
Chesterfield, Virginia 23832

It is important THAT

MY CHILD . . . . .WORKS FOR THE HIGHEST GOALS WITHIN HIS/HER REACH.

Therefore, *I SHALL STRIVE to provide wholesome food and appropriate clothing; comfortable housing; and a quiet, well-lighted area for regular study.*

Furthermore, I pledge *that I will encourage him daily to do his best through*

.TALKING WITH HIM: LISTENING TO HIM
.COMPLIMENTING HIM
.HELPING HIM TO THINK WELL OF HIMSELF
.READING TO HIM
.SHOWING HIM HOW TO CARE FOR BOOKS
.TAKING HIM TO SEE PLACES OF INTEREST
.SEEING THAT HE ATTENDS SCHOOL REGULARLY
.COOPERATING WITH HIS TEACHER
.SHOWING INTEREST IN HIS SCHOOL
.GIVING HIM RESPONSIBILITIES

SIGNED ______________________________
PARENT

____

FOR all of these wonderful things my parent does for me, I shall strive to do my best every day.

____
STUDENT'S SIGNATURE

Appendix 21

Newsletter to Parents

HOME AND SCHOOL

Together

DECEMBER 197

Dear Parents or Guardians:

The holiday season is upon us and in every family, I'm sure, there are considerations for surprises and treats for the children. Have you thought about books as a gift?? To make this a desired treat the book should be selected with the child's age and interest as guides. If the child especially likes animals, the seashore, boats, cars or whatever use this interest as a guide in your selection. Be sure the reading level is simple enough. You can usually tell by thumbing through the book and making a judgment based on what you know your child has been able to read to you. For the young children, colorful attractive picture books may be a wise choice. Stocking stuffers might include coloring books which help a young child develop muscle control, "sticker books" which help him/her develop visual matching skills or a child's magazine. If it is to be a pleasureable gift you need to keep in mind his interests and his level of reading and understanding.

Yours, in the best interest of your child's reading.

Sincerely,

Hazel E. McDorman

Hazel E. McDorman, Supervisor

A book I would like to recommend to parents is, A Parent's Guide To Children's Reading by Nancy Larrick. Dr. Larrick is a professor of Children's Literature and past president of The International Reading Association. The book is available in paperback for about $1.00.

The following is a list of some magazines that children enjoy. The list is taken from Dr. Larrick's book with general guidelines for age and interest.

The American Girl - for girls 10-14
Boys' Life - for boys 8-18
Calling All Girls - for girls 10-14
Children's Digest - for boys and girls 9-12
Highlights for Children - for children 3-12
Humpty Dumpty's Magazine - for children 3-7
Jack and Jill - for children 4-10

It was suggested by a parent that it would be a service to supply a book list to help parents select books with their children when they go to the community library or bookmobile. The librarian can also be a great help to you if you tell her the age and/or interests of your child.

There are thousands of children's books published every year. Some are popular with almost every child and others are favorites of only a few. If your child doesn't care for a book selected from a list, don't be discouraged. If his free time reading or listening is to be enjoyable it must suit his/her age and interests and there are many others to select. Book lists are usually made up to answer two big questions: (1) How can I find a book about a particular subject? and (2) What is recommended for a particular age level?

The following list is taken from Dr. Larrick's book.

Appendix 21 cont.

Newsletter to Parents

In future issues of TOGETHER we will continue the list.

NURSERY RHYMES AND PICTURES BOOKS
For children 5 and under

Mother Goose, Nursery Tales and Nursery Songs

Book of Nursery and Mother Goose Rhymes - compiled by Marguerite de Angeli
A Cat Came Fiddling and Other Rhymes of Childhood - by Paul Kapp
Favorite Nursery Songs - compiled by Phyllis Brown Ohanian
The Golden Goose Book - by L. Leslie Brooke
The Golden Song Book - by Katherine Taylor Wessells
The Little Mother Goose - by Jessie Wilcox Smith
Mother Goose - by Corinne Malvern
Mother Goose - by Tasha Tudor
The New Golden Song Book - compiled by Norman Lloyd
Old Mother Hubbard and Her Dog - by Paul Galdone
The Old Woman and Her Pig - by Paul Galdone
The Real Mother Goose - by Blanche Fisher Wright
Ring o' Roses - by L. Leslie Brooke
The Tall Book of Mother Goose - by Feodor Rojankovsky
The Tall Book of Nursery Tales - by Feodor Rojankovsky
The Tenggren Mother Goose Book -

PICTURE BOOKS

All Falling Down - by Gene Zion
Ask Mr. Bear - by Majorie Flack
Baby Farm Animals - by Garth Williams
Blueberries for Sal - by Robert McCloskey
A Child's Good Night Book - by Margaret Wise Brown
Cowboy Small - by Lois Lenski
The Duck - by Margaret Wise Brown
Fierce John - by Edward Fenton
A Friend Is Someone Who Likes You - by Joan Walsh Anglund
Goodnight Moon - by Margaret Wise Brown
Grandfather and I - by Helen E. Buckley
Hercules - by Hardie Gramatky
"Hi, Mister Robin!" - by Alvin Tresselt
In the Forest - by Marie Hall Ets
Inch by Inch - by Leo Lionni
Johnny Crow's Garden - by L. Leslie Brooke
Katy and the Big Snow - by Virginia Lee Burton
Little Auto - by Lois Lenski
The Little House - by Virginia Lee Burton
A Little House of Your Own - by Beatrice Schenk de Regniers
Little Toot - by Hardie Gramatky
Make Way for Ducklings - by Robert McCloskey
Mike Mulligan and His Steam Shovel - by Virginia Lee Burton
Millions of Cats - by Wanda Gag
900 Buckets of Paint - by Edna Becker
Nora Kramer's Story Book for Threes and Fours -
One Morning in Maine - by Robert McCloskey
Play with Me - by Marie Hall Ets

"TO BE CONTINUED IN JANUARY ISSUE"

* * *

Chesterfield County Public Schools
Chesterfield, Virginia 23832

Non Profit Organization
U. S. POSTAGE
PAID
CHESTERFIELD, VA.
PERMIT #2

Appendix 22

TEACHING ASSISTANTS INSERVICE SCHEDULE

1976 - 77

Date	Title
October 7, 8, 11, 12, 13	Orientation to the Role, Reading Skill Overview, Use of A-V Equipment, Discipline, Handwritting, Storytelling, Testing
November 1	Comprehension Materials and Skills
November 8	Reading Presentation
November 15	Criterion Referenced Testing Interpretation
January 12	Reading Material Review
January 26	Making Teaching Materials
February 9	Improving Classroom Appearance
February 23	Using Newspapers in the Classroom
March 10	Pre-Reading Skills
March 14	Language Development Skills (K - 3)
March 15	Language Development Skills (4 - 6)
March 21	Literal Comprehension (K - 3)
March 22	Literal Comprehension (4 - 6)
April 5	Diagnostic-Prescriptive Procedures (1 - 3)
April 6	Diagnostic-Prescriptive Procedures (4 - 6)
April 21	Developing Comprehension Strategies
April 27	Posttesting Procedures and Inventory
May 11	Evaluation of Program

Appendix 23

COMMUNICATION MEMO SAMPLE

TO: Principals

FROM: Hazel E. McDorman

RE: Schedules and Organization for Teaching Assistants

DATE: October 11, 1976

Hopefully, you are progressing with your identification of the 45 students to be concluded in the reading program. Just to restate some of the considerations to be made:

1. There will be 45 students selected with a waiting list so that positions can be filled as students withdraw or move away.
2. There must be selections at every grade level, but you may want to concentrate your numbers a little more at primary, since the priority of the reading teacher is elementary. The students selected must not be students already identified for special services from other special teachers.
3. In so far as possible, make the selections at grade level from a single teacher's classroom. This will enable the teaching assistant to be right in the classroom where the children will receive the reading instructions from the teacher.
4. In the elementary level (4-6) this may not be possible and provisions will have to be made for space for the teaching assistant to work outside the classroom.
5. As soon as it is possible, let me have the data sheets for student selection. In the computation of the Grade Equivalent, a reading achievement test score will have to be given as well as having an ability score on the student. We will have to have a Metropolitan Reading Achievement Test given to each child, so if you can utilize this for the Grade Equivalent, it will eliminate the necessity to give a second test. I realize all this testing takes much time, and if you want to postpone some of this testing until the teaching assistant comes to your school, the reading teacher can give her instructions and directions, and this will utilize the teaching assistant for testing purposes.
6. The teaching assistant will be coming to your school beginning noon Wednesday, October 13. For several days, you may want to give her orientation and even assign her to observe and work with the reading

Appendix 23 Cont.

6. (Cont'd) teachers so that she gets a better feel of the kind of work she will be expected to do. This must be reinforced that the teaching assistants are for instructional purposes. This is not to deny that clerical assistance to teachers, in turn, gives teachers more time for instruction, but these teaching assistants must be involved in direct instruction at the teacher's direction. The teaching assistants contract time calls for her to begin at 9:00 A.M. This is to provide her time to see teachers and receive directions for her work.

7. You have the schedule of inservice that we have carried out, but she will need constant assistance and direction throughout the year. If you find particular need for inservice, please let me know and we will include this in the monthly inservice sessions which I will hold with them in the evenings.

8. Please have meetings with your staff so that they are aware of the persons who will assist us in the program and especially so that the teachers who have students involved will know our purpose and direction. Enclosed please find planning sheets that are to be given to these teachers to fill out on the prescriptions for students the teaching assistant will be working with. This is not intended to be a lesson plan, but rather for the classroom teacher to communicate what it is she wants the teaching assistant to do with the children from her classroom. The teaching assistant will undoubtedly have questions, and time should be allowed in her schedule so that she can communicate with the classroom teacher when questions arise. In some instances, the teaching assistant may be expected to extend the directed teaching lesson. If this is the case, she may need a teacher's manual for the basal the teacher is using. Please make requests through textbooks for these supplies. If there are difficulties, please let me know.

9. In other cases, the teacher plans may call for supplemental instructions to re-teach or reinforce prerequisite skills. The teaching assistant may need to become familiar with the school's resource centers or reading teacher's labs. They have been given some source books and materials, but these will not be adequate for all the things they may be called upon to work on.

10. You and your staff are in the "driver's seat" to prescribe and direct the teaching assistant. In this way, the program will not be a separate entity, but should mesh with the child's present reading program. Let's make every effort to do this.

Appendix 23 Cont.

11. The teaching assistant's work with the students should not begin until we have had an opportunity to communicate with parents. A letter is being printed that will carry my signature and yours that should go home to parents prior to the teaching assistant beginning her work with students.

12. In scheduling the teaching assistant's times for those schools which have annexes, please arrange for the teaching assistant to being or to end her day at the annex as she will only be paid travel for one trip. In most cases, the annex must dismiss earlier than the main building; therefore, you may want to consider for them to begin their day at the annex.

Again, I want to thank you for all your cooperation and hard work (and, I know, additional responsibilities on your back), but let's work closely together to make this the beneficial thing that it has the possibility of becoming for the kids we will work with.

Appendix 24

INSTRUCTIONAL MATERIALS INVENTORY

TO: Principals

FROM: Reading Project Directors

RE: Cataloging Instructional Materials

DATE: November 19, 1976

As instructional materials are received through the special project reading budget, the materials are explained through inservice to the teaching assistants.

The teaching assistants have been instructed to label these materials as they become the property of the school and should be cataloged through whatever your regular procedures are.

We will send you a copy of the catalog description, price, and source to be sure you are kept informed.

If you see fit, perhaps the teaching assistant could be given a few minutes at a faculty meeting to demonstrate the materials to the faculty (what it is, what the use is, etc.) so they can be utilized by other staff members.

cc: Teaching Assistants

Appendix 24 con't.

Inventory of Supplementary Reading Materials

	x
Holt - Rinehart Instant Readers	
✓ 10 Titles - Level 1	X
✓ 10 Titles - Level 2	X
✓ Cassettes for Level 2	X
✓ 10 Titles - Level 3	X
✓ Link Letters	X
✓ Press and Check Picture Word Bingo	X
✓ Press and Check Prefixes and Suffixes	X
✓ Press and Check Homonyms	X
✓ Press and Check Synonyms and Antonyms	X
✓ Press and Check Abbreviations	X
Educaids, Inc.	
✓ Vocabulator I	X
✓ Vocabulator II	X
✓ Vocabulator III	X
Encyclopaedia Britannica	
✓ Pre-Reading Skills - Kit I	X
✓ Pre-Reading Skills - Kit II	X
Media Materials	
✓ Sight Words with Sound and Fun	X
✓ Vowel Vacation	X
✓ Developing Structural Analysis	X
S. R. A.	
✓ Schoolhouse Comprehension Kit	X

X - Check if you have this. Make explanation at the end concerning lost items.

Appendix 24 con't.

	x
Mason Distributing Company - Books and Cassettes (Continued)	
✓ "Young Helen Keller"	X
✓ "Three Horn, the Dinosaur"	X
✓ "Wizard of Oz"	X
J. L. Hammett Company	
✓ Scrabble for Juniors	X
✓ Spill and Spell	X
Creative Teaching Associates	
✓ Friendly Tutor	X
Visual Discrimination A	
Visual Discrimination B	
✓ Initial Consonants	X
✓ Final Consonants	X
✓ Blends and Digraphs	X
✓ Short Vowels	X
✓ Long Vowels	X
✓ Contractions	X
✓ Compound Words	X
✓ Antonyms	X
✓ Synonyms	X
✓ Homonyms	X
✓ Prefixes and Suffixes	X
Auditory Discrimination	
✓ Blank Cards	X

Appendix 24 con't.

	x
Mason Distributing Company - Books and Cassettes (Continued)	
"Day Busy Buzzy Stopped Being Busy" - Grades K - 3	X
"Elephant in Trouble" - Grades K - 3	X
"Growing Up, Up, Up" - Grades K - 3	X
"Harold's Flyaway Kite" - Grades K - 3	X
"Peter and the Penny Tree" - Grades K - 3	X
"Sticky Stanley" - Grades K - 3	X
"Tale of the Christmas Mouse" - Grades K - 3	X
"Who Cried for Pie" - Grades K - 3	X
"Mr. Mac-a-doodle" - Grades K - 1	X
"Backyard Mystery" - Grades 2 - 3	
"Harry Helps Out" - Grades 1 - 2	X
"Pig Who Saved the Day" - Grades 3 - 4	
"Witch on a Motorcycle" - Grades 3 - 4	X
"Rooster Who Refused to Crow" - Grades 3 - 4	X
"Black Beauty"	X
"Hansel and Gretel"	X
"Peter Pan"	X
"Pinocchio"	X
"Headless Horseman"	X
"Night Before Christmas"	X
"Sleeping Beauty"	X
"Snow White"	X

Appendix 24 con't.

	x
E-Z Grader Company	
✓ First and Second Phonic Slide Rules	X
✓ Third and Fourth Phonic Slide Rules	X
✓ Fifth Phonic Slide Rule	X
✓ Homonym Slide Rule	X
✓ Word Building Slide Rule	X
Little Brown Bear Company	
✓ Hobo Joe	X
✓ Mousetrap	X
✓ Zap	X
✓ Play and Read	X
Mason Distributing Company - CRL	
✓ Sports and Biography Filmstrips C + D	X
✓ Sports and Biography Cassettes C + D	X
✓ Sports and Biography Kit C + D	X
✓ Sports and Biography Comprehension Guide C + D	X
✓ Sports and Biography Teacher's Guide for CRL Kit C + D	X
Modern Curriculum Press	
Workbook A	X
Manual and Lesson Plans - Level A	X
✓ Transparencies - A	X
✓ Workbook B	X
Manual and Lesson Plans - Level B *	X
Transparencies - B *	X

Appendix 24 con't.

	x
Modern Curriculum Press (Continued)	
✓ Workbook C	X
Manual and Lesson Plans - Level C *	X
Transparencies - C *	X
Rand - McNally	
✓ Phonics We Use - Book A	X
✓ Teacher's Edition Phonics We Use - Book A	X
✓ Phonics We Use - Book B	X
✓ Teacher's Edition Phonics We Use - Book B	X
✓ Phonics We Use - Book C	X
✓ Teacher's Edition Phonics We Use - Book C	X
✓ Phonics We Use - Book D	X
✓ Teacher's Edition Phonics We Use - Book D	X
✓ Phonics We Use - Book E	X
✓ Teacher's Edition Phonics We Use - Book E	X
✓ Phonics We Use - Book F	X
✓ Teacher's Edition Phonics We Use - Book F	X
✓ Phonics We Use - Book G	X
Teacher's Edition Phonics We Use - Book G	X
Individual Criterion Referenced Tests	
✓ Form A Level A	X
✓ Form A Level 1	X
✓ Form A Level 2	X
✓ Form A Level 3	X

Appendix 24 con't.

		x
	Individual Criterion Referenced Tests (Continued)	
✓	Form A Level 4	X
✓	Form A Level 5	X
✓	Form A Level 6	X
✓	Form A Level 7 +8	X
✓	Form B Level 1	X
✓	Form B Level 2	X
✓	Form B Level 3	X
✓	Form B Level 4	X
✓	Form B Level 5	X
✓	Form B Level 6	X
✓	Form B Level 7	X
✓	Hand Scoring Template - Form A	X
✓	Hand Scoring Template - Form B	X
✓	ICRT - Benchmarks	X
	Mason Distributing Company - Books and Cassettes	
✓	"I Can Read About Good Manners" - Grades 1 - 2	X
✓	"I Can Read About Baby Animals" - Grades 1 - 2	X
✓	"I Can Read About Cars and Trucks" - Grades 2 - 4	X
✓	"I Can Read About Baseball - Grades 2 - 4	X
✓	"Bath for a Beagle" - Grades K - 3	X
✓	"Betsy the Babysitter" - Grades K - 3	X
✓	"Cement Tent" - Grades K - 3	X
✓	"Christmas Santa Almost Missed - Grades K - 3	X